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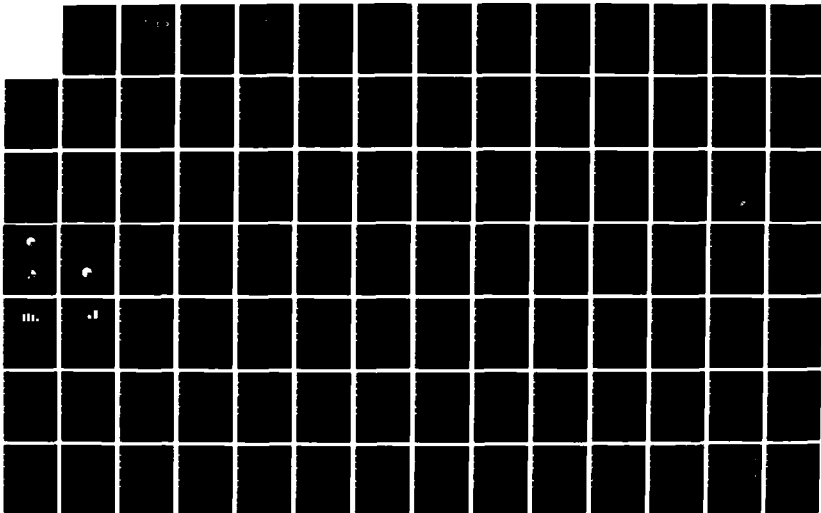
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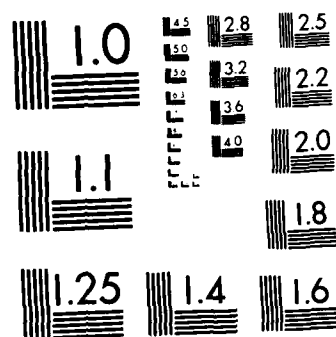
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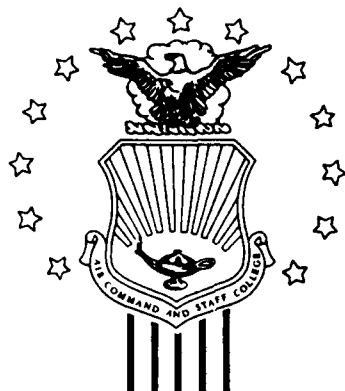


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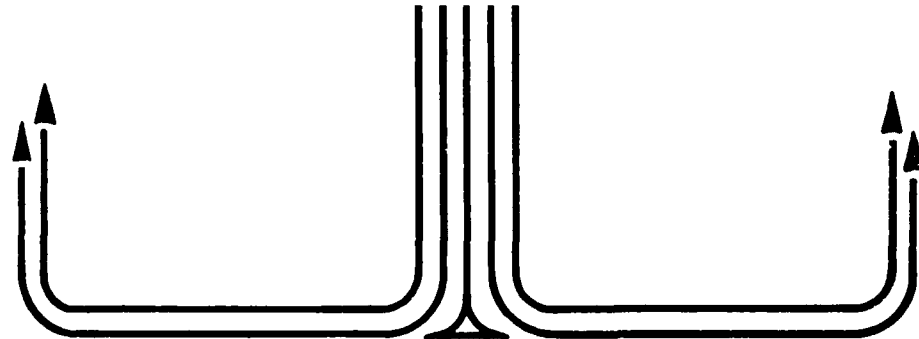


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AIR COMMAND AND STAFF COLLEGE

STUDENT REPORT

THE AIRCRAFT AND MUNITIONS MAINTENANCE
OFFICER PROFESSIONAL DEVELOPMENT GUIDE
MAJOR GLEN D. LOCKLEAR 88-1600
MAJOR KEVIN J. SULLIVAN 88-2525
"insights into tomorrow"



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TITLE THE AIRCRAFT AND MUNITIONS MAINTENANCE OFFICER PROFESSIONAL
DEVELOPMENT GUIDE

AUTHOR(S) MAJOR GLEN D. LOCKLEAR, USAF
MAJOR KEVIN J. SULLIVAN, USAF

FACULTY ADVISOR MAJOR HENRY L. TAYLOR, 3821 STUS/03

SPONSOR CAPTAIN BETHANY R. WOLFORD, AIR FORCE LOGISTICS MANAGEMENT
CENTER/LGM

Submitted to the faculty in partial fulfillment of
requirements for graduation.

**AIR COMMAND AND STAFF COLLEGE
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Aircraft and munitions maintenance officers needed a current guide to assist the company grade officers plan their professional development and assist senior officers career counsel with their subordinates. The new guide includes recent changes to PCS policy, 40XX training, career field demographics, the impact of joint duty, and provides current information on initiatives that impact aircraft and munitions maintenance.					
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PREFACE

— The purpose of this guide is to provide a single reference source on aircraft and munitions maintenance officer professional development. It is intended for use by junior officers in planning their own professional development, by senior officers as a counselling tool, and by prospective entrants into the 40XX career field as an overview of what the aircraft and munitions business is all about. Its goal is to make aircraft and munitions maintenance officers more aware of the need for professional development and how to go about it. It is not intended as a blueprint for success nor is it intended as a substitute for the hard work and individual initiative which is necessary for advancement in a tough and demanding career field.

As with any endeavor of this magnitude, this guide has only been made possible through the efforts of a number of people. Accordingly, the authors wish to thank the following for their contributions: Major Hank Taylor, the ACSC faculty advisor for this project, who kept us on time and on track; Lieutenant Colonel Don Searles and Major Mike Meyer, HQ USAF/LEYM, whose help in providing source material and reviewing the initial draft was vital; Major Mark Taylor, HQ AFMPC/DPMRSL1, who also provided valuable source material and a thorough review of the draft document; Major Terry Gaddis, 380 FMS/CC, the author of the original version of this guide, who not only broke ground for his product but also reviewed ours to ensure we were still on track; and finally our sponsor, Captain Bethany Wolford, AFLMC/LGM, who gave us the opportunity to put the guide together and provided the support we needed along the way.

This document is planned for publication and distribution by the Air Force Logistics Management Center for use by aircraft and munitions maintenance officers Air Force wide. Future review and updating of this guide will be conducted under the auspices of the Air Force Logistics Management Center.



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ABOUT THE AUTHOR

MAJOR GLEN D. LOCKLEAR

Major Locklear received his Bachelor of Arts Degree in Political Science and History from the University of Michigan in 1975 and his Masters in Business Administration from Oklahoma City University in 1982. He was commissioned through the Reserve Officer Training Corps at the University of Michigan in May 1975, and came on active duty in October 1975. Prior to attending Air Command and Staff College in residence, Major Locklear completed Squadron Officer School in residence, Marine Corps Command and Staff College by correspondence, and Air Command and Staff College by correspondence.

Following graduation from the Aircraft Maintenance Officer Course at Chanute Air Force Base, Illinois, Major Locklear was assigned to the 463rd Tactical Airlift Wing, Dyess Air Force Base, Texas, in March 1976. While there, Major Locklear was assigned to the Organizational Maintenance Squadron as the Officer in Charge of the Inspection Branch, then as a Flightline Branch Duty Officer, and was finally the Supervisor in the Field Maintenance Squadron. Transferred to the 435th Tactical Airlift Wing at Rhein-Main Air Base, Germany, in August 1977, Major Locklear was assigned to the Organizational Maintenance Squadron initially as the Officer in Charge of the C-130 Branch, then as the Officer in Charge of the Enroute Branch. He was Officer in Charge of Job Control when he returned stateside in 1980. Selected to participate in the AFLC (now Air Force) Career Broadening Program, Major Locklear was assigned to the Oklahoma City Air Logistics Center at Tinker Air Force Base, Oklahoma. After spending two and one-half years in the Directorates of Materiel Management, Maintenance, Contracting and Manufacturing, and Distribution, Major Locklear was hired as the Aide to the Center Commander. Departing in 1983, Major Locklear moved to the Air Staff, and was assigned to the Maintenance Policy Division until selected to attend Air Command and Staff College in August 1987.

Major Locklear wears the Senior Aircraft and Munitions Maintenance Badge. Following Air Command and Staff College he is projected for reassignment to the 64th Organizational Maintenance Squadron, Reese AFB, Texas.

ABOUT THE AUTHOR

MAJOR KEVIN J. SULLIVAN

Major Sullivan received his Bachelor of Science Degree in Business Administration from the University of Connecticut in 1974 and his Master of Arts Degree in Management and Supervision from Central Michigan University in 1982. He was commissioned through the Reserve Officer Training Corps at the University of Connecticut in May 1974 and entered active duty in September 1974. Before attending Air Command and Staff College in residence, Major Sullivan completed Squadron Officer School by correspondence and in residence, and Air Command and Staff College by seminar.

Following graduation from the Munitions Officer Course at Lowry Air Force Base, Colorado, Major Sullivan was assigned to the 23d Tactical Fighter Wing, England Air Force Base, Louisiana, in February 1975. While there, Major Sullivan served in the 23d Munitions Maintenance Squadron as a Weapons Loading Officer and as Officer in Charge, Munitions Storage Area, and on the wing staff as the Weapons Safety Officer. Reassigned to the 3d Aircraft Generation Squadron, Clark Air Base, Republic of the Philippines, in January 1978, he accumulated two years of aircraft maintenance experience as the Officer in Charge, 90th Aircraft Maintenance Unit and as Maintenance Supervisor, 3d Aircraft Generation Squadron. He returned to the CONUS in January 1980 to Grand Forks Air Force Base, North Dakota, where he served in the 319th Munitions Maintenance Squadron as Officer in Charge, Weapons Storage Area and Maintenance Supervisor and in the 319th Organizational Maintenance Squadron as Maintenance Supervisor. Reassigned to Headquarters Strategic Air Command in February 1982, Major Sullivan served initially in the Maintenance Management Division and later as Executive, DCS Logistics until moving to the Air Staff in September 1984. At the Air Staff, Major Sullivan was assigned to the Maintenance Policy Division until his selection to attend Air Command and Staff College in August 1987.

Major Sullivan wears the Basic Missileman Badge and the 3d Aircraft and Munitions Maintenance Badge. Following Air Command and Staff College he is projected for reassignment to the 23d Tactical Fighter Wing, Ramstein AB, Germany.

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Professional Development Guide

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POSITION PAPER

ON

THE NEED FOR A REVISED AIRCRAFT AND MUNITIONS MAINTENANCE OFFICER PROFESSIONAL DEVELOPMENT GUIDE

1. In 1985 the Air Force Logistics Management Center (AFLMC) published a professional development guide for aircraft and munitions maintenance officers, titled "A Career Guide for the Aircraft and Munitions Maintenance Officer." The primary purpose of that publication was to provide junior officers "with the information necessary to plan realistic career goals." (3:3) Further, it was anticipated that the guide would be used as a reference tool by senior maintenance managers in counselling their subordinates and as a source of information for prospective new entrants into the career field. (3:ii) It has now been almost three years since the original handbook was developed and the AFLMC is considering publishing a new guide. The purpose of this paper is to describe the assessment and validation process which was used to establish that a new guide is needed and that the one developed by the authors effectively fulfills the needs of the target audience.

2. In order to accomplish this task, a five-step approach was developed. First, because the AFLMC is considering replacing an existing publication, the initial task was to determine the extent to which the current guide is outdated. The second, and most important, step in the assessment was to establish that professional development guidance is needed by aircraft and munitions maintenance officers and that the information is not already available elsewhere. Third, the authors felt it was important to validate the appropriateness of the target audience for a new guide. Next, the content of the current guide was reviewed to determine if a simple update of existing information was appropriate or whether material should be added or deleted. This step culminated in the development of a draft replacement guide. The final step in the process was to have the draft guide reviewed by representatives from the AFLMC, the Air Force Manpower and Personnel Center (AFMPC), and the Air Staff to validate that the new guide responded effectively to the needs of the target audience. The paragraphs which follow will provide a detailed review of each of these five steps.

3. As stated earlier, the first step in assessing the need for a new guide was to determine just how outdated the current guide had become. The authors elected to start at this point because it was the question of currency which caused the AFLMC to pursue a revision in the first place. Further, it was determined that

the thorough review of the existing guide (which was needed to establish how much was outdated) would also provide the authors a good foundation for the remainder of the assessment. Once the first step was established it was a fairly straightforward, albeit time consuming, task to conduct the review.

a. The information in the current guide was first divided into three basic categories. First, and most extensive, was information taken from formal Air Force publications. Included in this category was most of the information found in the chapters on the 40XX career field (Chapter Two), technical training (Chapter Four), professional development (Chapter Five), career management (Chapter Six), and promotions (Chapter Eight). In reviewing this information against current regulatory guidance, the authors found that significant changes had occurred, or were occurring, in the areas of technical training, professional development, and career management which were not reflected in the current guide. (8:--; 1:21-22; 13:--) Only the information on the 40XX career field and promotions continued to reflect mostly current information.

b. The second type of information in the guide was the statistical information found in the chapters on demographics (Chapter Four) and professional development (Chapter Five). The source of this information was AFMPC. Because this type of information reflects a "snapshot" view of various types of data, it was not surprising that all of the statistical information had become outdated since the 1985 version of the guide was published. (11:--; 12:--)

c. The final type of information found in the guide fell in the category of personal observation. While this type of information, which reflects the professional opinion of the author, was found throughout the guide, the chapters on career broadening (Chapter Seven), and building your career (Chapter Nine) fell almost exclusively in this category. In reviewing this information, the authors (both career maintenance officers) used their own professional judgement in evaluating currency. While they found that most of the information remained current, they also came to believe that additional personal observation, particularly with regard to professional development planning, would enhance the value of the guide.

d. Based on the results of this first step in the assessment process, the authors concluded that the existing guide had become significantly outdated. Of particular concern was the fact that recent changes in Air Force guidance on eligibility for professional military education, permanent change of station (PCS) moves, and 40XX technical training were not included in the guide. (8:--; 1:21-22; 13:--) Further, all of the statistical

information relative to career field demographics and PME required revision. Finally, while not a major factor in the ultimate conclusion, the authors believed that the guide could be made more effective if additional personal observation were added throughout. The next step in the assessment was to evaluate the continuing need for a guide.

4. In assessing the need to continue publishing a professional development guide for aircraft and munitions maintenance officers, the authors considered two questions. First, do aircraft and munitions maintenance officers need information on professional development? Second, if the information is needed, is it already available in a readily accessible form?

a. In order to validate the need for the information in the guide, the authors conducted an informal survey of maintenance functional experts at the Air Staff, the major commands, and AFMPC. From this survey, the authors found there was consistent agreement that the guide was needed. The comment from the Air Staff (HQ USAF/LEYM), that "the guide is a valuable tool needed because the career fields have such broad responsibilities and opportunities", (7:1) was representative of that sentiment. Further, the widespread demand for the existing guide was another strong indicator of the need for such a publication. According to the AFLMC, approximately 6,000 copies of the current guide have been distributed since it was first developed, many of them sent out upon request to units or individuals who had seen or heard of the guide through others. (14:--) This "grassroots" demand for the guide, coupled with major command and Air Staff agreement that the information was needed, convinced the authors that there was a need to make information on professional development available to aircraft and munitions maintenance officers.

b. Given that the information was needed, the authors next turned their attention to determining whether it was already available from a source other than the guide. Here, the effort already expended in reviewing the existing guide for currency paid off. Using the same breakdown of information in the guide as was used in that review--regulatory, statistical, and personal observation--it became apparent from the multiple sources of that information that the guide was the only single reference source on aircraft and munitions maintenance officer professional development. The regulatory information was compiled from more than ten different Air Force publications, while the statistical data was obtained directly from AFMPC by special request. Further, while some advice may be available from commanders and supervisors, the guide provided the only documented source of personal observation on professional development for aircraft and munitions maintenance officers that the authors could locate. In

short, while some of the information contained in the guide was already available from alternate sources, it was the only document found which consolidated the data in a form useable to aircraft and munitions maintenance officers seeking professional development guidance.

c. Based on the answers to the two questions which comprised this portion of the assessment (do aircraft and munitions maintenance officers need professional development information?--YES, and is it already available from a useable source?--NO), the authors concluded that there is a valid need for an updated professional development guide. However, before beginning work on the guide the authors believed the appropriate target audience should be revalidated.

5. As stated in the introductory paragraph, the primary target audience for the current guide was junior aircraft and munitions maintenance officers. In addition, the guide was advertised as a useful counselling tool for senior maintenance managers and as a good orientation source for prospective entrants into the 40XX career field either through officer commissioning programs or cross training. In evaluating the appropriateness of this target audience, the authors relied primarily on informal contact with major command and Air Staff maintenance managers. The result of those contacts was general concurrence that the guide was appropriately targeted. One notable exception to that was a recommendation from the Air Force Reserves that the guide be expanded to include a separate section targeted specifically at reserve aircraft and munitions maintenance officers or that a separate guide be developed for reserve forces. (4:1) While the authors agreed that such an addition might be valuable, the task of adding a section targeted specifically at the reserves was determined to be beyond the scope of this project.

a. In addition to information provided by the major commands and the Air Staff, two other sources were used to establish the validity of the secondary audiences. First, there was some scepticism on the part of the authors that senior maintenance managers would benefit by the use of a professional development guide as a counselling aid. The assumption underlying this scepticism was that senior maintenance managers would rely primarily on their own experiences in counselling their subordinates. However, in conducting the research for this project it became apparent that many of the officers serving in senior maintenance management positions (i.e., maintenance squadron commanders and deputy commanders for maintenance) did not have extensive maintenance backgrounds to draw upon. In fact, a 1987 Occupational Survey Report showed that 40 percent of over 250 responding maintenance squadron commanders and deputy commanders for maintenance were rated officers with limited

maintenance experience. (9:12) While the number of rated officers filling these senior maintenance management positions varied over time and from unit to unit, it is safe to say that some portion of these key jobs will be filled by individuals with limited prior experience for the foreseeable future. This being the case, the authors agreed that a professional development guide would very well provide valuable counselling information, particularly for officers with limited maintenance experience.

b. Regarding the other secondary audience, prospective entrants into the 40XX career field, the distribution records for the guide maintained by the AFLMC showed a number of requests for the guide from ROTC detachments. Additionally, the entry level technical training schools at Lowry and Chanute Air Force Bases have both requested multiple copies of the guide on a recurring basis. (14:--) The fact that prospective entrants into the career field had been using the original guide on a regular basis was a strong indication that a new guide would be used in a similar manner.

c. Based on the evidence provided by major command and Air Staff maintenance representatives the authors concluded that the target audience of the existing guide was appropriate and should remain the same for the revision. This decision was supported further for the secondary audiences by the fact that a portion of our senior maintenance managers have limited maintenance experience and by reviewing past distribution tendencies for the guide. The authors were now ready to determine how the guide should be revised and begin writing.

d. Once the authors determined the existing guide was outdated, but still needed, and who it was needed by, they conducted an in-depth review to determine whether the guide simply needed updating or whether the content itself should be changed. This review was conducted using three approaches. First, the authors compared professional development guidance for other career fields against the current 40XX guide to determine if there were any obvious shortcomings. Second, aircraft and munitions maintenance personnel at the Air Staff, major commands, and AFMPC were asked for inputs regarding guide content. Third, the authors drew from their own combined 25 years of maintenance experience in revising content. The results of each of these approaches are covered separately below.

a. In reviewing professional development guidance for other career fields, the authors identified several areas which they determined were appropriate for inclusion in the 40XX guide. The major areas identified in this manner were:

1. A discussion of additional duties for aircraft and munitions maintenance officers (2:17): Because 40XX officers make up such a small portion (3600) of such a large career area (135,000 enlisted) they generally find themselves with a large number of additional duties. The authors felt that a discussion of this fact, and of the importance of additional duties should be included in the guide and did so in Chapter Two.

2. A discussion of the future direction the career field is taking (2:62): Due to the dynamic nature of the aircraft and munitions maintenance business, the 40XX operating environment is constantly changing. Accordingly, a chapter was added which discussed some of the initiatives which are impacting that environment and how it can be expected to evolve.

b. Content revisions made as a result of inputs from other aircraft and munitions maintenance personnel included the following:

1. A discussion of the 0046 AFSC (5:1): Many aircraft and munitions maintenance officers transition out of the 40XX career area into the 0046, Director of Logistics, AFSC at the senior management level. This fact, as well as a discussion of the 0046 AFSC, was included in Chapter Two.

2. Expanding the scope of the chapter on technical training (10:A-1): The original guide only addressed one course beyond entry level technical training. As many 40XX officers go on to take additional technical training courses, Chapter Four was expanded to cover some of the more common ones. In addition, a section on major command technical training was added to call attention to the wide variety of training opportunities available through the major commands. (6:1)

3. A discussion of sister service and foreign resident PME opportunities (10:A-1): Because a significant number of Air Force officers attend sister service and foreign resident PME courses, Chapter Five was expanded to address these opportunities.

c. As indicated earlier, the authors determined during their initial review of the guide that it could be improved through the addition of more personal observation throughout the guide. This was the primary manner in which the authors drew from their experience in revising content. This input is most evident in Chapter Nine, where the concept of professional development planning was expanded significantly over the original guide.

d. This step concluded with the production of a draft guide which incorporated all of the major changes indicated above along

with many other minor revisions. A more complete description of the overall revision can be found in the Summary of Changes included with this project.

4. Once the draft guide was completed, the authors took one final step to ensure they had produced a product which was both easy to use and effective in helping aircraft and munitions maintenance officers in establishing realistic professional development goals. This final validation was accomplished by forwarding copies of the draft guide to representatives from the Air Staff, AFMPC, and the AFLMC for review and comment. In addition, a copy was forwarded to the author of the original guide for his review as well. While the authors would like to report that all of the reviewers responded with no recommended changes, that was not the case--nor was it the purpose of the review. However, the responses were highly favorable and the recommendations for improvement were incorporated to improve the overall quality of the guide in most cases. In the few cases where the authors did not agree with a reviewer's comments, the conflict was resolved through direct contact. The result of this validation step was a reasonable expectation that the final product responded effectively to the valid needs of the target audience.

5. In summary, this paper has described the assessment and validation process which was used to establish that a new aircraft and munitions maintenance officer professional development guide was needed, and that the one developed by the authors effectively fulfills the needs of the target audience. The five-step process which was used in the assessment established that the current guide was outdated, verified that a guide was still needed, validated the target audience, evaluated and revised the content, and culminated in third-party validation that the draft guide did what it advertised to do. Accordingly, the authors are confident in recommending that the "Aircraft and Munitions Maintenance Officer Professional Development Guide" be published and distributed by the AFLMC.

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APPENDIX

A

AIRCRAFT AND MUNITIONS MAINTENANCE OFFICER
PROFESSIONAL DEVELOPMENT GUIDE

PREFACE

The purpose of this guide is to provide a single reference source on aircraft and munitions maintenance officer professional development. It is intended for use by junior officers in planning their own professional development, by senior officers as a counselling tool, and by prospective entrants into the 40XX career field as an overview of what the aircraft and munitions business is all about. Its goal is to make aircraft and munitions maintenance officers more aware of the need for professional development and how to go about it. It is not intended as a blueprint for success nor is it intended as a substitute for the hard work and individual initiative which is necessary for advancement in a tough and demanding career field.

As with any endeavor of this magnitude, this guide has only been made possible through the efforts of a number of people. Accordingly, the authors wish to thank the following for their contributions: Major Hank Taylor, the ACSC faculty advisor for this project, who kept us on time and on track; Lieutenant Colonel Don Searles and Major Mike Meyer, HQ USAF/LEYM, whose help in providing source material and reviewing the initial draft was vital; Major Mark Taylor, HQ AFMPC/DPMRSL1, who also provided valuable source material and a thorough review of the draft document; Major Terry Gaddis, 380 FMS/CC, the author of the original version of this guide, who not only broke ground for his product but also reviewed ours to ensure we were still on track; and finally our sponsor, Captain Bethany Wolford, AFLMC/LGM, who gave us the opportunity to put the guide together and provided the support we needed along the way.

This document is planned for publication and distribution by the Air Force Logistics Management Center for use by aircraft and munitions maintenance officers Air Force wide. Future review and updating of this guide will be conducted under the auspices of the Air Force Logistics Management Center.

ABOUT THE AUTHOR

MAJOR GLEN D. LOCKLEAR

Major Locklear received his Bachelor of Arts Degree in Political Science and History from the University of Michigan in 1975 and his Masters in Business Administration from Oklahoma City University in 1982. He was commissioned through the Reserve Officer Training Corps at the University of Michigan in May 1975, and came on active duty in October 1975. Prior to attending Air Command and Staff College in residence, Major Locklear completed Squadron Officer School in residence, Marine Corps Command and Staff College by correspondence, and Air Command and Staff College by correspondence.

Following graduation from the Aircraft Maintenance Officer Course at Chanute Air Force Base, Illinois, Major Locklear was assigned to the 463rd Tactical Airlift Wing, Dyess Air Force Base, Texas, in March 1976. While there, Major Locklear was assigned to the Organizational Maintenance Squadron as the Officer in Charge of the Inspection Branch, then as a Flightline Branch Duty Officer, and was finally the Supervisor in the Field Maintenance Squadron. Transferred to the 435th Tactical Airlift Wing at Rhein-Main Air Base, Germany, in August 1977, Major Locklear was assigned to the Organizational Maintenance Squadron initially as the Officer in Charge of the C-130 Branch, then as the Officer in Charge of the Enroute Branch. He was Officer in Charge of Job Control when he returned stateside in 1980. Selected to participate in the AFLC (now Air Force) Career Broadening Program, Major Locklear was assigned to the Oklahoma City Air Logistics Center at Tinker Air Force Base, Oklahoma. After spending two and one-half years in the Directorates of Materiel Management, Maintenance, Contracting and Manufacturing, and Distribution, Major Locklear was hired as the Aide to the Center Commander. Departing in 1983, Major Locklear moved to the Air Staff, and was assigned to the Maintenance Policy Division until selected to attend Air Command and Staff College in August 1987.

Major Locklear wears the Senior Aircraft and Munitions Maintenance Badge. Following Air Command and Staff College he is projected for reassignment to the 64th Organizational Maintenance Squadron, Reese AFB, Texas.

ABOUT THE AUTHOR

MAJOR KEVIN J. SULLIVAN

Major Sullivan received his Bachelor of Science Degree in Business Administration from the University of Connecticut in 1974 and his Master of Arts Degree in Management and Supervision from Central Michigan University in 1982. He was commissioned through the Reserve Officer Training Corps at the University of Connecticut in May 1974 and entered active duty in September 1974. Before attending Air Command and Staff College in residence, Major Sullivan completed Squadron Officer School by correspondence and in residence, and Air Command and Staff College by seminar.

Following graduation from the Munitions Officer Course at Lowry Air Force Base, Colorado, Major Sullivan was assigned to the 2nd Tactical Fighter Wing, England Air Force Base, Louisiana, in February 1975. While there, Major Sullivan served in the 23d Munitions Maintenance Squadron as a Weapons Loading Officer and as Officer in Charge, Munitions Storage Area, and on the wing staff as the Weapons Safety Officer. Reassigned to the 3d Aircraft Generation Squadron, Clark Air Base, Republic of the Philippines, in January 1978, he accumulated two years of aircraft maintenance experience as the Officer in Charge, 90th Aircraft Maintenance Unit and as Maintenance Supervisor, 3d Aircraft Generation Squadron. He returned to the CONUS in January 1980 to Grand Forks Air Force Base, North Dakota, where he served in the 319th Munitions Maintenance Squadron as Officer in Charge, Weapons Storage Area and Maintenance Supervisor and in the 19th Organizational Maintenance Squadron as Maintenance Supervisor. Reassigned to Headquarters Strategic Air Command in February 1982, Major Sullivan served initially in the Maintenance Management Division and later as Executive, DCS Logistics until moving to the Air Staff in September 1984. At the Air Staff, Major Sullivan was assigned to the Maintenance Policy Division until his selection to attend Air Command and Staff College in August 1985.

Major Sullivan wears the Basic Missileman Badge and the Senior Aircraft and Munitions Maintenance Badge. Following Air Command and Staff College he is projected for reassignment to the 2nd Tactical Fighter Wing, Ramstein AB, Germany.

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Chapter One

INTRODUCTION

OVERVIEW

Welcome to the most dynamic and challenging career field in the Air Force, the aircraft and munitions maintenance officer specialty (AFSC 40XX). If you don't know it already, you will soon find that entry into the 40XX career field brings with it the opportunity to develop your skills as a professional Air Force officer in an arena characterized by long hours, tough jobs, great responsibility, and unlimited rewards. You will also find yourself as a leader of the largest and most professional enlisted force in the Air Force. In order to prepare yourself for the challenges you will face as you enter and progress through this most demanding of career fields, you will need to devote a portion of your limited time to your own professional development.

PURPOSE

The purpose of this guide is to provide a single reference source on aircraft and munitions maintenance officer professional development. (28:3) It is intended to supplement and consolidate guidance contained in numerous Air Force regulations as a tool for young officers to use in understanding the need for professional development and establishing their own professional development plans. Further, it provides a counselling tool for senior officers to use in advising young aircraft and munitions maintenance officers. Finally, the guide can be used to provide an overview of the 40XX career field to prospective entrants from officer commissioning programs or cross trainees.

The guide is not meant as a blueprint for success nor does it attempt to offer any secrets for career advancement. More importantly, its goal is to make aircraft and munitions maintenance officers more aware of the need for professional development by outlining some of the opportunities available and explaining some of the administrative requirements relative to professional development.

THE PERFORMANCE FACTOR

Before going any further, remember to keep one thought in mind regarding professional development in any Air Force specialty. "The key to success can be summed up in one word: PERFORMANCE!" (28:ii) While the remainder of this guide will focus on factors not necessarily related to job performance, it is important to understand that professional development is only valuable as it translates into successful job performance. Work hard and use the professional skills you acquire to the best of your ability in whatever job you are assigned, and success will follow. Do otherwise, and no amount of professional development will help.

CONTENTS

In the chapters which follow, you will be exposed to an extensive array of information relative to the professional development of aircraft and munitions maintenance officers. Starting with Chapter Two you will be introduced to the 40XX career field through a description of the specific Air Force specialties which make up the career group and typical assignment opportunities associated with each. By the time you are through with Chapter Two, you should have a good understanding of what the 40XX business is all about.

Chapter Three, which covers the demographics of the 40XX career field, has been included to answer your questions on where job opportunities are located and to highlight current manning shortfalls within the specialty. This section has been expanded from the original version of the guide to include a discussion of the distribution of 40XX authorizations by organizational level and a listing by country of overseas 40XX duty locations.

Chapter Four is divided into two major sections on the technical training courses associated with the aircraft and munitions maintenance officer career field. The first section covers entry level training and would be of most interest to individuals considering entry into the 40XX business. The second section addresses advanced or more specialized training courses which are available to aircraft and munitions maintenance officers as they progress through their career field.

Education and career broadening are the major topics included in Chapter Five. Under the broad heading of education, you will be exposed to the Air Force Professional Military Education (PME) program, off-duty education opportunities, and 40XX related courses offered by the Air Force Institute of Technology. The section on career broadening will review the wide range of opportunities open to aircraft and munitions

maintenance officers in pursuing job diversification.

The officer assignment process may be one of the most confusing areas of professional development and career planning. Chapter Six provides a detailed treatment of the assignment process from the assignment cycle, to the role of the AFMPC assignments officer, to the manner in which you make your assignment desires known. This is a "don't miss" chapter which includes answers to some of the most frequently asked questions on assignments.

Next to assignments, the promotion system may be the most difficult Air Force process to understand. Chapter Seven will cover promotions from eligibility phase points to the promotion board process. Of particular interest to many will be the section on how to conduct your personal records review.

The title of Chapter Eight is Future Direction, and in it you will find a discussion of some of the Air Force programs which are shaping the future of the aircraft and munitions maintenance officer career field. Included in this chapter are sections on the impact of data automation, the complete restructuring of the enlisted aircraft and munitions maintenance workforce and training program, and planned revisions to the 40XX technical training program. The chapter also includes guidance on how you can influence the impact of higher headquarters directives on your own unit through the Model Installation Program.

The guide concludes with some thoughts on putting the information contained in chapters one through eight to work for you in your own career. Chapter Nine focuses on the steps you can take and some of the factors you should consider in establishing and reaching your professional development goals.

Chapter Two

THE AIRCRAFT AND MUNITIONS MAINTENANCE OFFICER CAREER FIELD

OVERVIEW

Aircraft and munitions maintenance specialties make up the largest career group in the Air Force. Comprised of roughly 135,000 enlisted and over 3,600 officer personnel, the aircraft and munitions maintenance career field offers some of the most challenging and diverse opportunities available to Air Force officers today. (2:3; 37:3) This chapter will introduce you to the career field through a brief description of the specific Air Force specialty codes (AFSC) which make up the 40XX utilization field. Coverage of each AFSC will include an outline of general duties and responsibilities, entry and upgrade qualification requirements, and typical duty assignments. Also included in the chapter are some words about additional duties and their impact on aircraft and munitions maintenance officers. The chapter concludes with a 40XX career progression table which expands on the assignment descriptions provided in the individual AFSC sections by showing typical assignment opportunities in the 40XX career field by grade and time in service. However, before getting into the specific AFSCs, a few introductory comments about the assignment and management of aircraft and munitions maintenance officer specialties in general are in order.

AIRCRAFT AND MUNITIONS MAINTENANCE OFFICER SPECIALTIES

The aircraft and munitions maintenance officer career field is broken down into four AFSCs. As indicated in Table 2-1, each of the specialties has both an entry level and a fully qualified level designator. Additionally, there is a standard grade spread for each AFSC.

Initial assignment to one of the 40XX specialties results in award of the appropriate entry level AFSC. Status in the entry AFSC is monitored by the Military Personnel Office (MPO) until such time as the officer meets minimum experience criteria for upgrade (12-18 months depending on AFSC). At that time, the MPO notifies the officer's supervisor or commander that the officer is eligible for upgrade. Upgrade occurs only when the commander or supervisor certifies the officer meets all knowledge

requirements associated with the fully qualified AFSC and an Air Force Form 2095, Assignment/Personnel Action, is submitted requesting award of the fully qualified designator. (28:7)

AIRCRAFT/MUNITIONS MAINTENANCE OFFICER AFSCs			
SPECIALTY TITLE	ENTRY LEVEL AFSC	QUALIFIED LEVEL AFSC	GRADE SPREAD
AIRCRAFT MAINTENANCE OFFICER	4021	4024	2LT-MAJ
MUNITIONS OFFICER	4051	4054	2LT-MAJ
MAINTENANCE STAFF OFFICER	4011	4016	MAJ-COL
AEROSPACE MAINTENANCE DIRECTOR	4091	4096	LT COL-COL

TABLE 2-1 (28:7)

Additional, and more detailed, information on the four 40XX specialties can be found in AFR 36-1, Officer Classification Regulation, Attachment 13 and AFR 36-23, Officer Career Development, Chapter 23. The descriptions which follow provide only a brief overview of each of the 40XX AFSCs as a framework before moving into the more detailed treatment of professional development.

AFSC 4024 - AIRCRAFT MAINTENANCE OFFICER

Authorizations in this specialty comprise 41 percent of the aircraft and munitions maintenance officer career field, making it the largest of the four AFSCs. (37:10) The duties associated with this AFSC provide an opportunity for young officers to exercise great responsibility for large numbers of personnel at very early points in their careers. Specifically, this specialty involves managing activities which maintain aircraft and aircraft subsystems (such as airframes, engines, avionics, etc.) and the equipment required to make repairs. It also includes responsibilities for monitoring and evaluating technician proficiency, evaluating the adequacy of prescribed technical data, and ensuring the availability of serviceable test and repair equipment. (11:106) Aircraft maintenance officers are often responsible for the supervision of hundreds of enlisted

maintenance personnel in support of highly demanding wing maintenance missions.

In order to hold the fully qualified 4024 AFSC, you must have completed an aircraft maintenance officer course in residence (Chapter Four covers courses available), and have at least 18 months experience in aircraft maintenance assignments. Further, you must have demonstrated knowledge of maintenance management procedures and mission requirements, and basic principles of aircraft and aircraft component operation and construction. In addition, a basic understanding of the relationship between aircraft maintenance and other unit activities is mandatory. An undergraduate degree in management, engineering, or the physical sciences is desirable. (16:A13-16)

Actual duty assignments for aircraft maintenance officers will vary by command and by the type of maintenance activity to which an officer is assigned. However, as a general rule, most young aircraft maintenance officers will be assigned to unit level maintenance organizations where they may be placed in charge of a wide variety of maintenance activities. These could include flightline maintenance duty in a SAC, MAC, ATC, or AFSC organizational maintenance squadron or a tactical air force (TAF) aircraft generation squadron. You could also be tasked with the management of off-equipment maintenance activities such as those found in field or avionics maintenance squadrons (SAC, MAC, ATC, AFSC) and in component repair or equipment maintenance squadrons (TAF). In any case, young maintenance officers can expect to find themselves placed in positions of great responsibility, with large numbers of subordinates at a very early point in their careers.

AFSC 4054 - MUNITIONS OFFICER

Comprising 15 percent of the aircraft and munitions maintenance officer career area, the duties and responsibilities of the 4054 closely parallel those of the 4024. (37:10) However, where the 4024 is involved in the management of aircraft maintenance operations, the 4054 manages munitions activities. Duties associated with this specialty include the management of activities which maintain, repair, and install nuclear and nonnuclear munitions, guided aircraft missiles, reentry vehicles, and ammunition. (11:106) Like their 4024 counterparts, officers holding the 4054 AFSC are generally assigned duties involving the supervision of large numbers of enlisted personnel. However, unlike the 4024 AFSC, the 4054 AFSC is further broken down through the addition of one of two suffixes or one prefix to the basic AFSC as follows (11:106):

"A" Suffix (4054A), Munitions

Most munitions officers carry the 4054A AFSC and are involved in managing basic aerospace munitions activities as identified above. (11:106)

"B" Suffix (4054B), Explosive Ordnance Disposal (EOD)

Only a small portion of the 4054 officers are selected, trained, and assigned to EOD duties. These duties may include disposal of munitions items and rendering dangerous ordnance safe. Officers assigned to EOD duties receive hazardous duty pay. Completion of an EOD course in residence is mandatory for award of the "B" suffix (See Chapter Four for course description). (11:106)

"X" Prefix (X4054A/B), Aerospace Missile/Explosive/Nuclear (MEN) Safety

Officers awarded the "X" prefix and serving in MEN Safety duties are responsible for managing MEN safety programs, conducting inspections, assisting in accident and incident investigations, and conducting safety education programs. To qualify for the "X" prefix, an officer should have completed the appropriate formal training course (See Chapter Four for course description) and have one year's experience in MEN safety duties. (11:107; 16:A2-9)

To qualify for award of the fully qualified 4054A AFSC, completion of a munitions maintenance officer course in residence and a minimum of 18 months experience in munitions maintenance assignments are mandatory (For course description see Chapter Four). Further, an officer must possess knowledge of munitions and aircraft maintenance principles and requirements, munitions inventory accounting procedures, and capabilities and operating principles of munitions and associated equipment. In addition, a basic understanding of the relationship between munitions activities and other unit agencies is required. An undergraduate degree in management or a technical discipline is desirable. (16:A13-18) Additional requirements for award of the fully qualified 4054B and X4054A/B AFSCs are as indicated above.

Assignments in the 4054 AFSC tend to parallel those for the 4024 in that most young munitions officers can expect to be assigned to unit level organizations. Within SAC, young 4054s can expect to be assigned to any one of a number of branch level jobs in a munitions maintenance squadron. Within the TAF, assignment opportunities are somewhat less clearcut. As a TAF munitions officer you could be assigned either to an equipment maintenance squadron with responsibilities for managing a weapons storage operation, or to an aircraft generation squadron working

right alongside your 4024 counterpart as a flightline maintenance officer. Once again, as with the 4024 AFSC, expect good, tough jobs early in your career.

AFSC 4016 - MAINTENANCE STAFF OFFICER

After achieving full qualification as either a 4024 or 4054 and reaching the rank of major, an officer is eligible for upgrade to the staff level AFSC. Due to the fact that the 4024 and 4054 AFSCs effectively merge at the 4016, authorizations in this specialty make up the second largest portion of the aircraft and munitions maintenance officer career field at 38 percent (37:10). As a 4016, officers perform managerial duties similar to those of the 4024 and 4054 but at a higher and often less specialized level. Unit level 4016s will find themselves in charge of increasingly larger organizations. In addition, the likelihood of being assigned to higher headquarters staff duties increases as a 4016.

As indicated above, award of the fully qualified 4016 AFSC is contingent on having held a 4024 or 4054 AFSC and being promoted to major. In addition, you must complete 18 months in maintenance staff officer duties and be knowledgeable of all aspects of maintenance management, the interfaces between maintenance and other logistics activities, and the capabilities and employment of equipment in at least one of the primary maintenance areas. Completion of an entry level aircraft or munitions maintenance officer course is also mandatory. A masters degree in management or logistics and completion of the maintenance staff officer course (See Chapter Four) is desirable. (16:A13-13 - A13-14)

While officers at the 4024 and 4054 level are assigned primarily at unit level, the distribution of 4016s offers increased staff level opportunities. Tours at Numbered Air Force (NAF), Major Command and Air Staff level offer the 4016 an opportunity to plan, organize, direct, coordinate, and control maintenance programs with widespread application and impact. Unit level assignments for the 4016 are equally challenging as they may command aircraft or munitions maintenance activities, or serve as staff advisors to commanders. (11:107)

AFSC 4096 - AEROSPACE MAINTENANCE DIRECTOR

The 4096 AFSC is at the top rung of the aircraft and munitions maintenance officer career progression ladder. Not surprisingly, this AFSC accounts for only six percent of the career field total (37:10). At this level, duties broaden to include not only directing maintenance activities, but

programming, planning, and budgeting for acquisition, modification, and repair of aircraft and munitions, support equipment, and facilities. Further, the 4096 directs and coordinates the overall unit production effort to include authorizing the expenditure of unit resources to meet mission requirements. (16:A13-19)

In order to hold the fully qualified 4096 AFSC, full qualification as a 4016, 12 months experience in aerospace maintenance director duties, and promotion to lieutenant colonel are required. Completion of an entry level aircraft or munitions maintenance officer course is also mandatory. Completion of the appropriate course at the Leadership and Management Development Center and a masters degree in engineering or management are desirable. (16:A13-19 - A13-20)

At this executive level of maintenance management, excellent assignment opportunities exist at both unit and higher headquarters levels. At the unit level, duty as the wing or base deputy commander for maintenance offers one of the most challenging jobs in the Air Force. At the NAF, Major Command, or Air Staff level, assignment as a director or division chief can be an equally rewarding experience for senior level personnel. (11:107)

Before leaving our discussion of the executive level of maintenance management, a few words are in order regarding a fairly common alternative to progression into the 4096 AFSC. At this level, it is not at all uncommon for aircraft and munitions maintenance officers to transition into the 0046, Director of Logistics AFSC. (29:1) This AFSC, which is fed from all of the logistics career areas as well as the Communications-Electronics career area, is somewhat broader in perspective in that it involves directing and monitoring logistics programs which may cut across several of the traditional logistics disciplines (supply, transportation, procurement, maintenance, etc.). The 0046 grade spread is lieutenant colonel and colonel, and like the 4096, twelve months experience in director of logistics duties is required to upgrade from the 0041 entry level to the fully qualified AFSC. (16:A5-9) Transition into the 0046 specialty is a natural progression for aircraft and munitions maintenance officers at the executive management level. Further, it provides an opportunity to utilize the skills acquired as a 40XX in the broader logistics arena. Additional information on the 0046 specialty can be found in AFR 36-1, Attachment 5.

ADDITIONAL DUTIES (27:17)

Before moving out of this chapter on the 40XX career field, a few words are in order regarding additional duties. Due to the relatively small number of officers (3600) in a very large career area (15,000 enlisted), aircraft and munitions maintenance officers can expect to hold an extensive and diverse number of additional duties throughout their careers. This is particularly true for 4024 and 4054 officers assigned to large maintenance organizations at unit level. Some of the additional duties these officers can expect to hold include squadron safety officer, disaster preparedness, transportation, athletics, and awards and decorations to name a few. In each case, you are responsible to your commander or supervisor for full time conduct of the unit level program with guidance from the base or wing level office of primary responsibility. Just as with your primary duties, additional duties are subject to formal evaluation and you can expect your effectiveness report to reflect your performance in them as well as your primary job. They are also valuable in exposing you to other base agencies and their impact on your maintenance organization.

SUMMARY

You should now have a good appreciation of the four AFSCs which make up the 40XX career field, the training and qualifications required to attain them, the duties and responsibilities associated with them, and the assignment opportunities available for each. Further, the short section on additional duties has hopefully given you an appreciation for the extensive range of areas which make up the total 40XX duty package. The chapter concludes with the career progression guide (Table 2-2) on the next page. While Table 2-2 is by no means all inclusive, it does expand on the assignment information included in the narrative description of each AFSC by listing typical assignment opportunities by grade and time in service for the 40XX career field. Not all potential 40XX jobs are listed in Table 2-2 nor are the jobs arranged in any type of priority. However, the table will hopefully give you a snapshot of some of the opportunities available and an appreciation for the increase in responsibility which comes with progression up the aircraft and munitions maintenance officer career ladder.

CAREER PROGRESSION GUIDE FOR THE 40XX AFSC

GRADE	ASSIGNMENT POSSIBILITIES	YEAR
C	- DEPUTY COMMANDER FOR MAINTENANCE	29
O	- MAJCOM DIRECTOR OF MAINTENANCE/MUNITIONS	:
L	- NAF/AD DCS LOGISTICS	:
O	- HAF DIVISION CHIEF/DIRECTOR	:
N	- ALC SYSTEMS MANAGER	:
E	- ALC DIRECTOR OF MAINTENANCE	:
L		23
L	- SQUADRON COMMANDER	22
T	- ASSISTANT DEPUTY COMMANDER FOR MAINTENANCE	:
	- MAJCOM DEPUTY DIVISION CHIEF/STAFF OFFICER	:
C	- HAF ACTION OFFICER	:
O	- JOINT STAFF OFFICER	:
L		16
	- SQUADRON COMMANDER	15
M	- HAF ACTION OFFICER	:
A	- MAINTENANCE SUPERVISOR	:
J	- MAJCOM/NAF/AD/SOA STAFF OFFICER	:
O	- AFMPC ASSIGNMENTS OFFICER	:
R	- FTD COMMANDER	:
	- ALC STAFF OFFICER	:
	- JOINT STAFF OFFICER	12
	- MAINTENANCE SUPERVISOR OR ASSISTANT	11
	- MAJCOM/NAF/AD/SOA STAFF OFFICER	:
C	- AFMPC ASSIGNMENTS OFFICER	:
A	- JOB CONTROL OFFICER	:
P	- AMU OIC	:
T	- WING MEN SAFETY OFFICER	:
A	- CAREER BROADENING: ROTC, OTS, EWI, ASTRA,	:
I	OTHER LOGISTICS AFSCs	:
N	- IG INSPECTOR	:
	- AMOC/MUNITIONS/STAFF COURSE INSTRUCTOR	:
	- ALC STAFF OFFICER	5
	- AMU OIC/ASSISTANT OIC	4
L	- JOB CONTROL OFFICER	:
T	- SECTION/BRANCH CHIEF	:
	- EOD SCHOOL/DUTY	:
	- ASSISTANT MAINTENANCE SUPERVISOR	1

TABLE 2-2 (11:111-112; 38:43)

Chapter Three

CAREER FIELD DEMOGRAPHICS

OVERVIEW

While the preceding chapter answered the question, "What is the 40XX career field?", this chapter will focus on where the Air Force utilizes aircraft and munitions maintenance officers and in what combination of grades. To accomplish this the sections which follow will look at breakdowns of 40XX authorizations using several different criteria. The purpose of providing this demographic information is to give you an idea of where you might be heading and where you might end up as you embark on a career in the aircraft and munitions maintenance officer career field.

AUTHORIZATIONS AND MANNING BY GRADE

The Air Force is currently authorized approximately 3600 aircraft and munitions maintenance officers worldwide. (37:3) By grade, these authorizations are distributed with 55 percent at the company grade level and the remaining 45 percent at field grade level. (37:3) Figure 3-1 depicts the total distribution of 40XX authorizations by grade.

40XX Authorizations by Grade

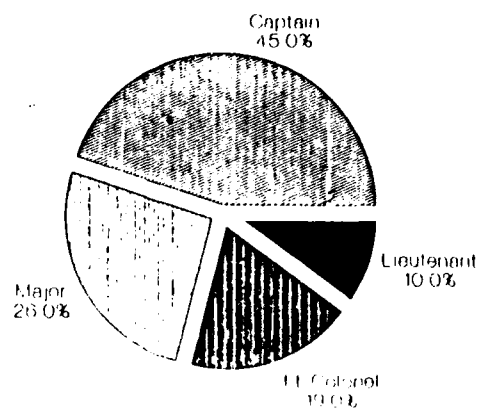


FIGURE 3-1 (37:5)

Current manning in the 40XX career field is over 100 percent. However, as shown by Table 3-1, manning by grade within the career field shows an overabundance of officers at the lieutenant level and shortages in the field grade ranks. (37:4) This is due to the large exodus of officers, particularly captains, which occurred following the end of the Vietnam era in the mid to late 1970s. (28:14) While an officer shortage in the field grade ranks is certainly not a desirable situation, it has created early leadership opportunities for lieutenants and captains as they fill positions intended for the more senior aircraft and munitions maintenance officers which simply do not exist today. (28:14) Top performing lieutenants and captains should strive to fill these vacancies caused by shortages in the field grade ranks.

40XX OFFICER MANNING BY GRADE (AS OF SEP 87)

GRADE	TOTAL AUTHORIZED	TOTAL ASSIGNED	PERCENT MANNED
LIEUTENANT COLONEL	689	573	83%
MAJOR	924	566	61%
CAPTAIN	1630	1559	96%
LIEUTENANT	361	1020	283%
TOTAL	3604	3718	103%

TABLE 3-1 (36:4)

AUTHORIZATION DISTRIBUTION BY ORGANIZATION LEVEL

As shown in Figure 3-2, 70 percent of the 40XX authorizations are found at field level units. Of the remaining 30 percent, two thirds are located at Air Division, Numbered Air Force, and Major Command headquarters. The rest are distributed among separate operating agencies, joint, departmental, and other locations. (37:9) What becomes readily apparent here, is most aircraft and munitions maintenance officers can expect to spend the majority of their careers in unit level assignments with only occasional staff tours. This distribution of authorizations, weighted heavily toward unit level, appropriately reflects the need to minimize overhead and emphasize officer assignment where the "rubber meets the ramp."

40XX Authorization by Org. Level (As of July 1987)

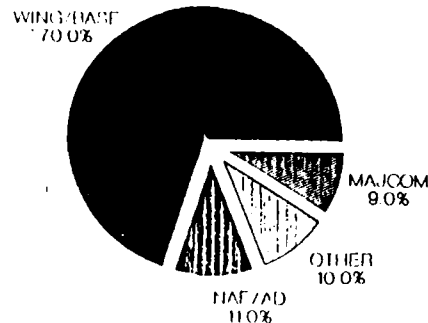


FIGURE 3-2 (37:9)

AUTHORIZATION DISTRIBUTION BY MAJOR COMMAND

Another interesting way to look at the 40XX career field is by reviewing the distribution of authorizations among major commands. By viewing the career field in this manner some interesting facts become apparent. First, as seen from Figure 3-3, TAC is the largest single employer of 40XX officers. Further, but not quite so readily apparent, if the TAF (TAC, USAFE, PACAF, and AAC) is viewed as a whole, we see that over 42 percent of aircraft and munitions maintenance officers are somehow involved in the maintenance of tactical assets.

40XX Authorizations by Command

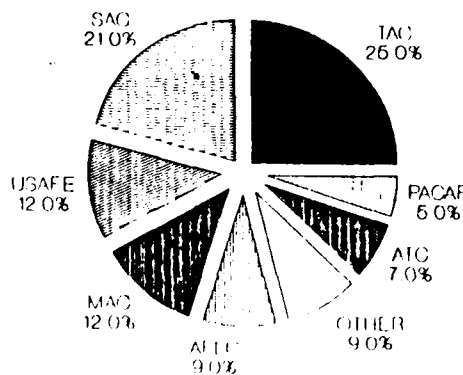


FIGURE 3-3 (37:5)

Another interesting fact regarding major command distribution of 40XX authorizations is that AFLC has increased its 40XX authorizations from seven percent of the total to nine percent of the total over the past two years. This represents a conscious attempt by AFLC to add additional maintenance officers to its primarily civilian workforce in order to bring a field perspective to the command and build a base of officers with a better understanding of wholesale maintenance. The result is greater opportunity for aircraft and munitions maintenance officers within the wholesale maintenance community. (36:Ch3)

AUTHORIZATION DISTRIBUTION - CONUS VS OVERSEAS

Just as our aircraft and munitions resources are distributed worldwide, aircraft and munitions maintenance officers are assigned around the world to support them. In fact, if you include Alaska and Hawaii, which are handled essentially the same as overseas locations from an assignment standpoint, fully one quarter of the 40XX authorizations are overseas. (37:6) This has a couple of implications for the aircraft and munitions maintenance officer workforce. First, you can pretty well count on some overseas duty. Second, as Figure 3-4 indicates, a portion of the overseas tours are in short tour remote locations. In either case, overseas duty is a fact of life for aircraft and munitions maintenance officers. Further, it can provide extremely rewarding duty experiences and opportunities to see and experience life in other nations.

**40XX Authorization Distribution
(CONUS vs Overseas)**

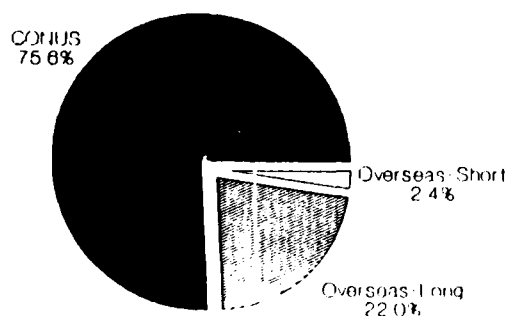


FIGURE 3-4 (37:6)

OVERSEAS DISTRIBUTION BY COUNTRY

As indicated in the preceding section, roughly 25 percent of the 40XX authorizations are located outside the CONUS. A closer look at the overseas authorizations shows them distributed among 26 countries, Alaska, and Hawaii with roughly 45 percent located in Germany and the United Kingdom. (37:7-8) Table 3-2 provides a complete breakout of 40XX authorizations by country.

OVERSEAS 40XX DUTY LOCATIONS					
AUTHORIZATIONS			AUTHORIZATIONS		
COUNTRY	COMPY GRADE	FIELD GRADE	COUNTRY	COMPY GRADE	FIELD GRADE
ALASKA	38	25	AUSTRALIA	-	2
BAHRAIN	1	-	BELGIUM	4	4
CANADA	1	1	EGYPT	-	3
EL SALVADOR	-	1	FRANCE	-	1
GERMANY	140	108	GREECE	6	3
GUAM	13	12	HAWAII	28	22
ICELAND	5	4	ITALY	11	8
JAPAN	62	36	JORDAN	-	1
KOREA	40	21	NETHERLANDS	13	5
PANAMA	7	5	PHILIPPINES	26	18
PORTUGAL	1	2	SAUDI ARABIA	-	8
SPAIN	25	13	THAILAND	-	1
TURKEY	10	6	U K	96	61
VENEZUELA	-	1	YEMEN	-	1
TOTAL				527	373

TABLE 3-2 (37:7-8)

SUMMARY

The information contained in this chapter provided a snapshot of the demography of the 40XX career field from a number of different perspectives. With this data, along with the material presented in Chapter Two, you hopefully have an appreciation for what the 40XX career field involves, where the job opportunities are located, and an appreciation of the current manning shortfalls within the career field. The next chapter will take a look at the technical training provided for officers entering into or progressing through the 40XX career field.

Chapter Four

TECHNICAL TRAINING

OVERVIEW

There are a number of technical training courses available which directly support the aircraft and munitions maintenance officer career field. In addition to several courses covering general aircraft and munitions maintenance officer entry level training, there are advanced or specialized courses available in such areas as staff duties, accident investigation, explosive ordnance disposal, and weapons safety. Further, several of the major commands offer additional training designed to prepare aircraft and munitions maintenance officers for their specific duties within the command. This chapter will focus on the content, length, location, and eligibility criteria of the Air Force wide courses, and will conclude with a brief discussion of the major command technical training opportunities.

Before moving on to a more detailed description of the courses available, it is important to note at this point that 40XX training is currently being revised to reflect the evolving manner in which aircraft and munitions maintenance officers are being employed, particularly within the TAF. While the final revision details are still being worked, one thing is clear: future 40XX entry level training for the 4054 and 4024 AFSCs will be merged rather than conducted separately as is currently the case. The target date for implementing the new training concept is late 1988 and Chapter Eight contains a section on the most current information on the forthcoming changes to 40XX training. (34:--) The information which follows in this chapter reflects 40XX training as it exists today and is projected to exist through late 1988.

ENTRY LEVEL TECHNICAL TRAINING COURSES

The Air Force offers three courses which provide initial training to officers entering the aircraft and munitions maintenance career field. Two of the courses are designed primarily for newly commissioned officers entering active duty. The other one, which is shorter in duration, is for officers with prior experience in a rated AFSC. Successful completion of any of the three results in award of an entry level AFSC in

either the munitions (4051) or aircraft maintenance (4021) disciplines. AFR 50-5, USAF Formal Schools Catalog, is the formal source document for information on these three courses; however, the information which follows will provide you a good overview of each.

Aircraft Maintenance Officer Course (Course # C30BR4021_002)

This 20-week course is taught at Chanute AFB, Illinois, and is designed primarily for newly commissioned officers selected for entry into the aircraft maintenance discipline. Officers crossflowing from other nonrated AFSCs into aircraft maintenance are also required to attend this course. Normally taken prior to assignment to your initial aircraft maintenance duty location, the course focus is on the management of aircraft maintenance activities. Included in the course content are such areas as the Air Force publications system, supply, aircraft forms, management information systems, principles of flight, aircraft weight and balance, and propulsion. An overview of nuclear and nonnuclear munitions types, safety, and security is also included in the course. (23:3-58) Satisfactory completion of this course results in award of the 4021 entry-level AFSC and is normally followed by assignment to a base level aircraft maintenance organization. (28:19)

Munitions Officer Course (Course # G30BR4051A_002)

Taught at Lowry AFB, Colorado for a period of almost 15 weeks, the target audience for this course is newly commissioned officers and nonrated crossflow officers projected for entry into the munitions discipline. The focus of instruction is on the management of nuclear and nonnuclear munitions activities. Among the specific areas included are munitions storage, maintenance, handling, assembly, and loading. Supply procedures, weapons safety and security, basic electronics, nuclear and nonnuclear weapons theory, and aircraft maintenance systems familiarization are also covered in the instruction. Students must possess a SECRET security clearance by the class start date in order to attend. (23:3-58) Satisfactory completion of the Munitions Officer Course results in award of the 4051A entry level AFSC and is normally followed by assignment to a base-level munitions activity.

Aircraft Maintenance Officer (Accelerated) Course (Course # C30BR4021_001)

Unlike the first two entry-level courses covered, the accelerated course is designed for officers with prior experience in a rated AFSC. Accordingly, officers must possess an aeronautical rating (pilot or navigator) and have achieved the rank of captain or higher in order to attend. This 3 1/2 week

course is taught at Chanute AFB, Illinois, and is oriented toward officers serving in maintenance organizations at or below wing level. The course is intended to provide the knowledge necessary for a rated officer to perform duties as an entry-level aircraft maintenance officer and includes broad coverage of topics such as publications, information collection, and the managerial responsibilities associated with aircraft maintenance. The entry-level 4021 AFSC may be awarded after satisfactory completion of this course depending on the officer's follow-on assignment. (23:3-58)

SPECIALIZED/ADVANCED TECHNICAL TRAINING COURSES

As a follow on to the entry-level technical training courses, the Air Force offers several additional courses of a more advanced or specialized nature. Some of these courses result in the award of AFSC prefixes or suffixes while others do not. In addition, not all aircraft and munitions maintenance officers will attend any of the courses which follow. The course most likely to be attended by the largest number of 40XX officers is the Aerospace Maintenance Staff Officer course, which is covered first. The other four courses discussed below are of a more specialized nature and are generally attended as a prerequisite to performing specific duties within the 40XX career field. As with the entry-level courses, AFR 50-5 is the formal source document for additional information on these courses.

Aerospace Maintenance Staff Officer Course (Course # G30AR4011 001)

This 3 1/2 week course is offered at Lowry AFB, Colorado, in two blocks of instruction. The first block covers such areas as DOD and Air Force organizational structures, staff communications, the Planning, Programming, and Budgeting System (PPBS), acquisition logistics, and new developments in systems hardware and software. Block II focuses on the munitions business with coverage of new developments in nuclear and nonnuclear weapons, and munitions management. The goal of this course is to broaden the knowledge of aircraft and munitions maintenance officers and prepare them for duty as staff officers. You must be a captain with at least 18 months in 4024 or 4054A/B duties, or a major/lieutenant colonel holding at least AFSC 4011 in order to attend this course. In addition, you should be pending assignment or assigned to a staff position at wing level or higher. Further, students must possess a SECRET clearance by the class start date in order to enter the course. No AFSC or AFSC prefix/suffix is awarded in conjunction with completion of this course. (23:3-58)

Chemical/Biological Course (EOD Preparatory) (Course # G50ZA4051B 000)

Officers wishing to perform EOD duties must take this 12-day course as a prerequisite to attending the extended EOD course (description follows). Taught at Redstone Arsenal, Alabama, this course covers chemical and biological agent detection, decontamination, and disposal. Eligibility requirements include holding AFSC 4051 and being in the grade of captain or below. In addition, students must possess a SECRET clearance and have a favorable Background Investigation (BI) completed prior to the class start date. Officers who do not maintain satisfactory progress in this course are ineligible to attend the extended EOD training described next. (23:3-77)

Surface Explosive Ordnance Disposal (EOD) Officer Course (Course # G50LN4051B 000)

Following completion of the Chemical Biological Course (described above), student officers proceed to the US Naval Ordnance Station, Indian Head, Maryland, to complete over 22 weeks of intensive EOD training. Divided into two phases of instruction, this "hands on" course covers the location, removal, destruction, rendering safe, and salvage of nuclear and nonnuclear weapons. Both US and foreign bombs, missiles, and explosive materials are covered. Eligibility requirements are as listed above for the Chemical/Biological Course. In addition, normal color vision as defined by AFR 160-43 is mandatory for all attendees. (23:3-77) Satisfactory completion of this demanding course results in award of the 4051B AFSC and is normally followed by assignment to EOD duties.

Weapons Safety Officer Course (Course # G30ZR4054X 001)

This is a management oriented course designed for wing-level weapons safety officers. Offered at Lowry AFB, Colorado, and almost six weeks in duration, this course covers explosive safety standards, mishap investigation procedures and reporting, and nuclear surety. Aircraft and munitions maintenance officers must hold a 4024, 4054A/B or 4011/6 AFSC and have a SECRET clearance in order to attend. Prior munitions experience is also highly desirable for all attendees. (23:3-59) Completion of this course and one year's experience in missile/explosive/nuclear (MEN) safety duties results in award of the X prefix to the basic AFSC, (i.e., X4054A). (16:A2-9)

Aircraft Mishap Investigation Course (Course # WCIP05A)

For 40XX officers who may be assigned as the maintenance representative to an aircraft accident board, this course covers the appropriate aircraft accident investigation techniques. The

course includes training on both the human and material factors associated with aircraft accident investigation. Taught by the University of California at Norton AFB, California, the course runs two weeks and is time well spent for officers who may be assigned accident board duties. (23:4-54)

MAJOR COMMAND TECHNICAL TRAINING

In addition to the formal technical training courses already covered, a number of the major commands also offer unique training for 40XX officers tailored to their particular needs. For example, the Tactical Air Command offers Aircraft Maintenance Officer Systems Training (AMOST) courses taught by Field Training Detachments (FTD). These AMOST courses cover the specific weapons system to which you are assigned and are offered for the F-4, F-15, F-16, F-111, and A-10 aircraft. (30:1) The Strategic Air Command offers similar weapons system specific courses for officers newly assigned to that command. SAC also provides command specific training for newly assigned nuclear safety officers as well. This major command training, in conjunction with the Air Force technical training already covered, ensures that you will be well schooled in the technical aspects of your job.

SUMMARY

As you can now see, the Air Force offers a broad spectrum of technical training opportunities for aircraft and munitions maintenance officers. Beginning with one of the entry-level training courses, generally mandatory for entry into the 40XX career field, aircraft and munitions maintenance officers have the opportunity to attend a number of valuable courses as they progress through a career. In addition, the major commands augment the Air Force level courses with unique training tailored to the needs of the command. This multi-layered approach to technical training ensures that you have the sound technical foundation which is the all important first step towards effective professional development.

Chapter Five

PROFESSIONAL DEVELOPMENT AND CAREER BROADENING PROGRAMS

OVERVIEW

In order to advance or get promoted the requirement for professional development and career broadening is the same in any profession chosen, civilian or military. The following pages will review Air Force policy concerning Professional Military Education (PME) and will introduce the Air Force PME program. Included will be information for the PME courses available through other services. Statistics indicate that many of you will also pursue a graduate degree through the Off-Duty Education Program. (28:30) These options will also be discussed in detail. Finally, Air Force Institute of Technology (AFIT) goals, programs, courses, and eligibility will be reviewed.

Moving from the continuing education section, the various career broadening programs and special duty assignments will be discussed. In this area, both MAJCOM unique and Air Force programs will be reviewed. This section will include:

- Air Staff Training Program (ASTRA)
- Education With Industry
- Air Force Logistics Career Broadening Program
- White House Fellows
- Research Associates
- Air Force ROTC/Officer Training School
- General Officer Aide/Exec
- Other Logistics Specialties: Supply, Transportation, Procurement, Logistics Plans

"Remember, this area is the second most important thing to consider when planning your future. The most important is current job performance." (28:25)

PROFESSIONAL MILITARY EDUCATION

"Throughout your career you need to increase your knowledge of the Air Force mission and how it fits into the overall national defense strategy." (28:25) One of the best and easiest ways is through PME. As stated in AFR 36-23, "the major objective of PME is to enhance professional military competence by broadening perspectives and increasing knowledge, thereby preparing officers to assume higher levels of command and staff duties." (28:25) The three levels of PME are the initial level, Squadron Officer School; the Intermediate Service School (ISS); and Senior Service School (SSS). Detailed information and enrollment criteria can be found in: AFR 53-8, USAF Officer Professional Military Education System; AFM 50-5, USAF Formal Schools Catalog; and AFR 36-23, Officer Career Development.

SQUADRON OFFICER SCHOOL (SOS)

Squadron Officer School (SOS) is the first PME course available to an Air Force officer. The objective of SOS is to provide company grade officers with the professional tools required to perform and improve their roles in the conduct and support of combat operations and other Air Force missions. (22:1) Correspondence and resident courses are open to all officers with two or more years total active federal commissioned service (TAFCS). Completion of the course, either resident or correspondence, is recommended prior to your first consideration for major.

SOS resident course quotas are distributed to the MAJCOMs and SOAs on a fair-share basis; the number of officers eligible in the command are compared to the total officers eligible Air Force-wide. MAJCOMs hold central selection boards to select officers to attend, or they delegate selection to the wing/base level. Selection is on a best-qualified basis and is quite competitive. A small number of quotas are centrally controlled by AFMPC for officers who will attend during a PCS move. You may apply for one of these quotas through your AF Form 90, or by notifying AFMPC. (28:26)

To find out what your command's quota is, talk with your local CBPO Classification and Training unit. SOS is the Air Force prerequisite for Intermediate Service School.

INTERMEDIATE SERVICE SCHOOL (ISS)

The Air Force ISS is the Air Command and Staff College (ACSC). Its objective is to enhance the professional knowledge,

skills, and perspectives of mid-career officers for increased leadership roles in command and staff positions. (7:1) It offers nonresident (correspondence or seminar) courses to those officers in the grade of major or above. Selection to attend the resident course begins when you are nominated by the ISS nomination board which is convened in conjunction with the major promotion board. "If [nominated] you will be considered for attendance every year for the next three years until you attend, your eligibility period expires, or your eligibility period is extended." (28:26) In addition to ACSC, some Air Force officers are selected to attend sister service or foreign resident ISS as well. The resident Intermediate Service Schools are listed below with the school start month and the number of total Air Force quotas.

<u>Intermediate Service School</u>	<u>Class Start</u>	<u>*Annual Quota</u>
Air Command and Staff College (Maxwell AFB AL)	AUG	382
Armed Forces Command and Staff College (Norfolk VA)	AUG/JAN	66/66
Army Command and General Staff College (Fort Leavenworth KS)	JUN	40
Naval War College (Command and Staff Course) (Newport RI)	AUG	12
Marine Corps Command and Staff College (Quantico VA)	AUG	2
Royal Armed Forces Staff College (Bracknell, England)	FEB	3
Canadian Forces Staff College (Toronto, Ontario, Canada)	AUG	2
**US Army School of the Americas (Fort Gulick, Panama)	JAN	2
*** German Armed Forces Federal Staff College (Hamburg, Federal Republic of Germany)	SEP	1
**Peruvian Air Command and Staff Course (Lima, Peru)	JAN	1

- * Tentative quotas; actual numbers fluctuate year to year.
- ** Spanish language proficiency required (speaking/writing).
- *** German language proficiency required (speaking/writing).
- (28:11; 30:--)

You should indicate your choice of which ISS you would prefer to attend on your AF Form 90. Be aware that if later in your career you are selected to attend SSS, attendance of ISS at other than the Air Command and Staff College could limit your selection to AWC.

SENIOR SERVICE SCHOOL (SSS)

The Air Force Senior Service School is the Air War College. Its objective is to prepare selected officers for eventual assignment to key command and staff positions where they are tasked to develop, manage, and employ airpower as a component of national security. (8:1) Enrollment by correspondence or seminar is available to any major selected in calendar year 1985 or earlier, or any lieutenant colonel or above. Like the ISS, in conjunction with selection to lieutenant colonel, you will be considered for in-residence attendance at a Senior Service School. If you were not selected as a nominee at the lieutenant colonel promotion board you will be considered again in conjunction with the promotion board to colonel. As with ISS, Air Force officers may also attend sister service or foreign SSS. The following are the senior service schools available.

<u>Senior Service Schools</u>	<u>Class Start</u>	<u>Annual Quota</u>
Air War College (Maxwell AFB AL)	AUG	73
National War College (Fort McNair, Washington DC)	AUG	18
Industrial College of the Armed Forces (Fort McNair, Washington DC)	AUG	25
Army War College (Carlisle Barracks PA)	AUG	9
Naval War College (Naval Warfare Course) (Newport RI)	AUG	6
RAF College of Air Warfare (Cranwell, England)	JUN/DEC	1/1
NATO Defense College (Rome, Italy)	FEB/SEP	1/2
*French Air War College (Paris, France)	SEP	1

<u>Senior Service Schools (continued)</u>	<u>Class Start</u>	<u>Annual Quota</u>
Australian Staff College (Canberra, Australia)	JAN	1
Harvard National Studies Fellow (Cambridge MA)	AUG	2
National Defense University Senior Research Fellow	AUG	4

* French language proficiency required (speaking/writing).
(25:11; 38:--)

Procedures and considerations for Air Force, joint, other service, or foreign countries' schools are the same as for ISS.

RECOMMENDED TIMING FOR COMPLETION OF PME

When should you take a certain level of PME? Based on current policy from the Air Staff the following information illustrates the recommended timing for PME.

<u>Rank</u>	<u>PME</u>
Lieutenant/Captain	SOS
Major	ACSC
Lieutenant Colonel	AWC

SOS is not a requirement to be competitive to captain; however, it is recommended to be complete prior to meeting the major promotion board.

PROFESSIONAL MILITARY EDUCATION STATISTICS

The following chart (Figure 5-1) depicts the percentage of 40XX officers who have completed each level of PME. Alone, this will not guarantee promotion, however it is a good indicator of initiative and the desire for self improvement.

40XX PME STATISTICS

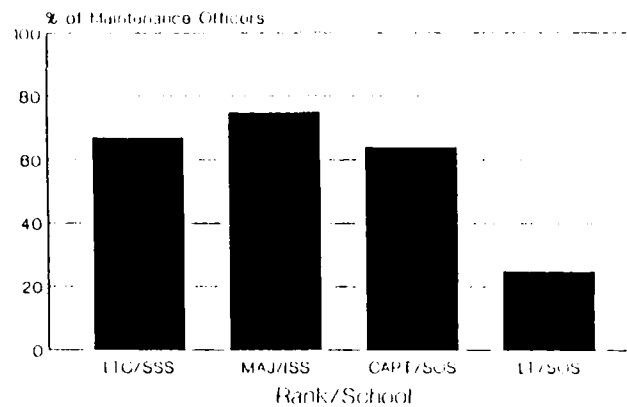


FIGURE 5-1 (38:--)

Remember PME is to improve and enhance your professional abilities. As you may have noted the policy concerning PME has changed, so using it as a square-filler or an attempt to complete it prior to your phase point won't help with promotion boards until it is called for. If your goal is to learn and take advantage of the training provided, PME will enhance your job performance.

ADVANCED ACADEMIC DEGREES

Just as you need to increase your knowledge of the Air Force mission through PME, your understanding of the world around you also needs to grow. This is the objective of the Air Force in encouraging its officers to pursue an advanced academic degree. You won't find a regulation or policy statement that says, "All Air Force officers need a master's degree", however this is one of those "unwritten rules" which is understood by all. You need a master's degree to be competitive! As an example, of the Air Command and Staff College Class of 1988, over 80 percent arrived with advanced degrees; of the number remaining, many will complete them while at ACSC. (35:--) It can't be stated any more emphatically, the advanced academic degree is needed if you expect future positions of increased responsibility.

That having been said, how have maintenance officers been doing in their pursuit of advanced degrees? Figure 5-2 tells the story, and it could be better. Only 39 percent of 40XX officers have advanced degrees compared to 42 percent of support officers overall. (38:--) This looks like an area which needs improving.

ADVANCED ACADEMIC DEGREE

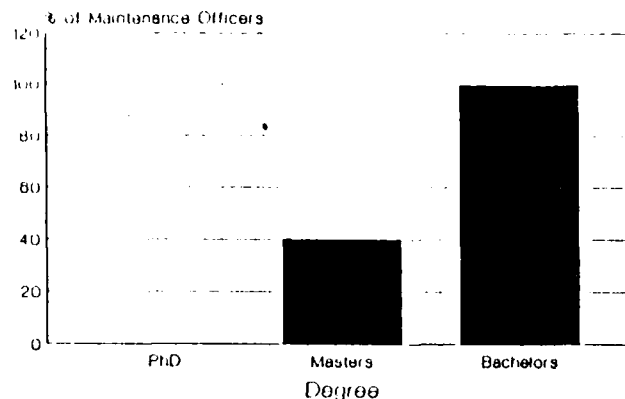


FIGURE 5-2 (38:--)

So now, what is the best way to pursue your advanced degree? There are two ways available, off-duty or AFIT.

OFF-DUTY EDUCATION

The most popular method, the off-duty education program, allows you to enroll in an advanced degree program offered by a local civilian university or college. In many cases, these classes are conducted in base facilities. To defray the costs of a degree program, the Air Force has established the tuition assistance program. This program helps the student obtain an advanced degree at minimal personal cost. When you use the tuition assistance program, the Air Force prefers you pursue a degree which relates to your career field. Also, you incur an active duty service commitment of two years from completion of the course. If eligible, you may elect to use your veteran administration (VA) or "GI Bill" benefits for financial assistance. (28:31)

The "old GI Bill" benefits expire on 31 December 1989. Those benefits gave you 45 months of education paid for. The "new GI bill" goes into effect on 1 July 1988, and will give you 36 months of education paid for. (41:--) If you are interested, you should check with the local base education office to obtain current information.

In this same vein, be aware that if you "are working toward an advanced degree and are within one year of completion, the Air Force will allow you to apply for an educational deferment from a

FCS move. If you have already been selected for reassignment this deferment won't be approved." (28:31) So be sure that if you are within one year of graduation you apply for this deferment through your education office AND CBPO. Nothing is as disappointing as getting three-fourths of the way through a program only to receive orders and lose all of that credit. Plan ahead!

AIR FORCE INSTITUTE OF TECHNOLOGY

The second method of obtaining an advanced degree is through the Air Force Institute of Technology (AFIT). The following information is taken from the Officers Career Newsletter, Spring 1986, edited by Major Glen D. Locklear.

The Air Force Institute of Technology provides opportunities for Air Force officers to obtain a master's or PhD degree in a scientific, engineering or technical academic field. AFIT assignments provide special opportunities to increase the Air Force's technological base as well as advancing the officer's career. Normal program length for a master's degree is 15-24 months and three years for a PhD. Most of the programs are conducted through AFIT resident programs at Wright-Patterson AFB, Ohio. Annual academic program quotas are based on advanced degree requirements in various career fields.

The nomination process for classes beginning June through September [will start in July of the previous year]. If interested in [an AFIT program], contact the AFIT Evaluation and Counseling Office to determine the academic programs for which you are qualified. Let your AFMPC assignments officer know of your interest via the AF Form 90 and by personal discussion. The assignments officer initiates the nomination to the AFIT Selection Board which considers and selects officers on a continuous basis throughout the year until all quotas are filled. Nominations are based on individual academic qualifications, assignment availability, and specific advanced degree requirements. (13:4)

For details concerning the AFIT curriculum, write to AFIT/LS, Wright-Patterson AFB, OH 45433. A synopsis of the AFIT selection process can be found in AFR 36-23, Officer Career Development, Chapter Two. (28:32)

PROFESSIONAL CONTINUING EDUCATION

Opportunities that are often overlooked, yet pay big dividends, are the various AFIT short courses available to keep officers current in their profession. There are five AFIT short

courses now available which may benefit the maintenance officer. They are listed below with some detail on each.

WLOG131-Industrial Maintenance Management

Improves the effectiveness and productivity of DOD military and civilians who manage the depot/industrial rework of maintenance. Industrial maintenance management principles and analytical techniques are examined to determine how best they can be applied to enhance support of operational combat forces. Recommended primarily for those in the depot maintenance business. (23:4-68)

WLOG199-Introduction to Logistics

Prepares Air Force personnel with a conceptual overview of Air Force logistics. Includes organizations involved, planning, integration of logistics systems, functions, principles, processes, and issues. Recommended as a good overview of the total logistics picture. (23:4-68)

WLOG224-Logistics Management

Designed to broaden and enhance the understanding of logistics management at various levels throughout the Air Force. Emphasis is placed upon acquisition, distribution, and support of individual weapon systems. Provides a detailed overview of the logistics functions. (23:4-69)

WLOG262-Applied Maintenance Management Concepts

Provides maintenance managers with a background in the skills required to support base level maintenance. Provides students with the latest trends in the maintenance field. (23:4-69)

WLOG299-Combat Logistics

Provides an overview of the wartime roles and responsibilities of the logistics manager and an understanding of how logistics contributes to the overall war effort. (23:4-70)

Each of the courses listed above is taught at Wright-Patterson AFB and runs from two to three weeks. Specific details can be found in AFR 50-5. USAF Formal Schools Catalog.

CAREER BROADENING AND SPECIAL DUTY ASSIGNMENT OPPORTUNITIES

"The biggest single problem that I see right now for the people in all the logistics disciplines is that for too long we have tended to concentrate people and stay within one specific career field. This has been detrimental to the development path of a lot of people." (28:47) When Lt Gen Leo Marquez said that he was the HQ USAF Deputy Chief of Staff for Logistics and Engineering and had visibility of the professional development of all his "loggies," including the maintenance officer. His thesis was simple, by stove-piping (keeping people in a single specialty throughout their career), we had a lot of senior specialists. But at the senior ranks we need people who can see "the big picture" and are not locked in on one aspect of the problem. Career broadening is needed to provide a diverse background for our future leaders and to prepare officers who have shown potential for increased responsibility.

Career broadening opportunities can occur anytime from the three to twelve year point. You hear a lot about "career broadening," but what exactly is it? It encompasses many types of assignments and varies with each individual, his or her career area, and Air Force requirements. Assignments include, but are not limited to, professional military education, AFIT, as well as special duty, staff, and command assignments. (11:9) The next few pages will review assignments that may be of interest primarily to aircraft and munitions maintenance officers.

Air Staff Training Program (ASTRA)

The Air Staff Training Program is a competitive one-year assignment for promising young officers to serve at the Air Staff, AFMPC, or the Air Force Safety and Inspection Center at Norton AFB, California. The purpose is to provide future leaders an introduction to the senior level decision-making process. To apply, volunteer on your AF Form 90, and in block 38, write the letters XA (ASTRA). For further details, go to AFR 36-20, Officer Assignments, Chapter Eight. (13:3)

Education With Industry (EWI)

Education With Industry (EWI) is a ten-month program which provides selected officers with training at various civilian corporations to learn how the civilian industries operate. The goal of the program is to improve managerial qualities, technical competence, and develop a greater understanding of management common to industry and the government. Sponsored by the AFIT Civilian Industries Special Programs (AFIT/CISH), interested officers should contact their resource manager at AFMPC and their base education office. Application procedures are found in AFM 50-5, USAF Formal Schools Catalog. (28:28)

Air Force Logistics Career Broadening Program

The Air Force Logistics Career Broadening Program provides selected officers an opportunity to work at the depot level for three years, working in all of the four functional areas that comprise an Air Logistics Center. Selectees spend six months in each of the major directorates: Material Management, Maintenance, Distribution (Supply and Transportation), and Contracting and Manufacturing (Procurement). Requirements include a history of superior performance, potential for increased responsibility in the logistics business, and be a captain or major with no more than 12 years TAFCS. For details, refer to AFR 400-30, Air Force Career Broadening Program and/or contact your assignments officer at AFMPC. (28:28)

White House Fellowship Program

This extremely competitive program, though not an Air Force program, receives Air Force support. It allows selectees to learn about the upper levels of government first hand. Assigned as interns for one year, officers work as special assistants in the executive office of the President, Vice-President, cabinet level agencies, and for under or deputy secretaries. Those interested should contact their Consolidated Base Personnel Office or write directly to the President's Commission on White House Fellowships, 717 Jackson Place, N.W., Washington, D.C. 20503 for information. (24:5)

Research Associates Program

The objective of this program is to increase experience, enhance executive development, and broaden the perspective of Air Force officers who will be future Air Force commanders and senior staff officers. Established to exchange information between the military and civilian sectors on military issues and policies, selectees will attend selected civilian study centers and universities concerned with national defense policy and defense strategy. Ten to fourteen field grade officers from various AFSCs are selected by an annual board at AFMPC. Program tour length is one academic year starting in August and ending in June. Interest should be noted on the AF Form 90. Specific detail on the program can be found in AFR 36-20, Officer Assignments, Chapter 8. (13:3)

Air Force ROTC (AFROTC)/Officer Training School (OTS)

The Air Force always has a requirement to bring in young officers. Two of the primary ways to get a commission are through AFROTC and OTS. Working with young candidates can be very rewarding when looking at the potential impact you can make upon their lives. AFROTC tours also make you the military

representative to the civilian academic community. If you are interested in either of these programs you should refer to AFR 36-20 for specific details and it should also be stated on your AF Form 90. (12:3)

General Officer Aide/Exec

General officers normally select their aides and executive officers from within their command and look for personnel who have previously demonstrated the potential for increased responsibility. Officers selected for these duties have the opportunity to watch how senior officials operate on a daily basis. If interested in being considered for either of these jobs the first prerequisite is to be the best at what you are doing right now! Word gets out. Secondly, use the AF Form 90 to indicate your desires. Refer to AFR 36-20, Chapter 8 for specific details. (10:154-155)

Other Logistics Specialties: Supply, Transportation, Procurement, Logistics Plans and Programs, and Missile Maintenance

The logistics community encompasses a number of disciplines, all of which you should be knowledgeable about. Within the maintenance business alone there is a notable difference between base-level and depot-level maintenance. When considering career broadening, be sure to consider the following logistics specialties.

<u>Specialty</u>	<u>AFSC</u>
Transportation.....	60XX
Supply.....	64XX
Procurement.....	65XX
Logistics Plans and Programs.....	66XX
Missile Maintenance.....	31XX

For more detail concerning these or any other AFSC, look in AFR 36-23, Officer Career Management.

SUMMARY

We have covered a lot of material in the previous pages, but it is all necessary for you to see "the big picture" concerning professional development. As was said throughout the chapter, you can have the PME, master's degree, and even be in what you think to be the "right" job for promotion, but if your current job performance isn't up to snuff then all of this really doesn't matter. Current job performance is the key to success in the Air Force. Now let's look at how the assignment process works.

Chapter Six

THE ASSIGNMENT PROCESS

OVERVIEW

One of the most important, yet least understood, areas of professional development planning is the assignment process. This chapter will review the assignment cycle, the recent changes in PCS policies, the impact of joint duty assignments, and the effect of timing. Next covered will be the role of the Special Experience Identifier (SEI) in career management. This will lead to a discussion on the Air Force Military Personnel Center (AFMPC). In this section we will review the role of your AFMPC assignments officer and the MAJCOM resource manager in determining assignments. Finally, the AF Form 90 will be explained, followed by answers to some frequently asked questions concerning assignments.

THE ASSIGNMENT PROCESS

A newsletter which outlined the "Rules of Engagement" for working assignments by the Aircraft Maintenance Officer Assignments Section of Palace Log was published in the Spring 1986 issue of the Air Force Journal of Logistics. It succinctly spelled out the philosophy that AFMPC uses in the assignments process. Some of the rules concerning assignments have changed since this was originally published, so we have done some editing (with the help of AFMPC) to keep it current.

RULES OF ENGAGEMENT

This section is taken from the Air Force Journal of Logistics, Spring 1986, page 8, edited by Major Glen D. Locklear.

We know some of you consider us (AFMPC) an adversary, but it does not have to be that way. Let us lay out the ground rules so everyone will know how we do business.

Unless in a "must move" status (DEROS, end of controlled tour, graduation from school, etc), we do not plan to move an officer at any specific time. Overseas requirements drive the system. One-fourth of the AFSC 40XX positions are overseas, with

2.4 percent of the total in short-tour areas. Each move is driven by the need to fill a valid Air Force requirement. We cite [two to] three years as potential movement points because DOD rules designate [two] years as the minimum time-on-station for [CONUS-to-OVERSEAS PCS and three years as the minimum time-on-station for CONUS-to-CONUS PCS without waiver]. (40:32) We move officers overseas based upon their qualifications or vulnerability for overseas, and move officers in CONUS based on their time-on-station. In both cases qualification for the proposed job is the primary driver. [In the past, volunteer status was the primary factor in making assignments; however, Air Force leaders were concerned that organizations were placing too much emphasis on volunteer status. More on this later.]

[Before finalizing any assignment, much activity has taken place. We contact your current MAJCOM/Agency and give them our proposal(s) for your reassignment. Job requirements, timing, location, shipping AFSC, and the rationale why we are proposing this assignment are included. They, in turn, run this proposal through their established coordination chain under the commander's involvement initiative. This affords the officer and his/her commander/chief the opportunity to make an assignment input into the process. What we're looking for is the analysis of your qualifications for the proposed assignment, not if you're a volunteer for the assignment. In some cases, you may have been chosen as the most eligible on station, qualified nonvolunteer. Feedback from this discussion is funneled back through the MAJCOM/Agency to us and becomes part of the decision process in finalizing an assignment. It is important to note that MAJCOMs/Agencies have a strong vote as to the impact of your loss to the organization, but they don't have final veto authority. In some cases, the requirement at the gaining location may overshadow the impact of your loss from your current organization. Rest assured much thought is given by several levels of senior management in AFMPC before overriding a MAJCOM/Agency vote.] (40:34)

The next step involves the gaining MAJCOM/Agency. They want to know about the new officer they are receiving. The primary purpose of this contact, unless the position to be filled is a selectively manned position, is to make sure we have "hit the target" with the type officer required for the position.

After all these inputs, we will make the assignment decision. If it is to be completed as planned, we will make one final contact with the losing and gaining MAJCOM/Agencies before we load the assignment in the Personnel Data System. After we make the computer input, your commander/supervisor will call you in approximately ten days with official assignment notification. The system sounds rather laborious, but it is based on the premise assignments should not come as a surprise to any of the

parties. We work the system hard, and although everyone may not be entirely satisfied with their final assignment, they have all had an opportunity to make an input and their recommendations have been considered. The hardest thing to accept when you are on the receiving end is the fact that Air Force requirements sometimes do not coincide with individual and MAJCOM desires. (4:8)

"If a MAJCOM requests a "by name" assignment for an officer, the process is handled in the identical manner after AFMPC verifies the officer's eligibility." (28:38)

There are a few other factors that now weigh into the assignments equation. First is the role of the commander or division chief in the assignments process. Commanders/division chiefs are becoming involved in the recommendation for follow-on assignments for the personnel within their command. This is noted in the new procedures involving the mandatory signature on the AF Form 90. [The other factor in the assignments equation is changes to PCS management. In the past, waivers were readily granted to CONUS-to-CONUS PCS requests when the officer had less than three years time on station. This is no longer the case. Now such a move must be requested by a general officer/equivalent and approved by the same level. Additionally, pipeline optimization should be closely managed (officers in a "must move" status based on DEROS, end of controlled tour, graduation from school, etc.). If qualified, these officers should fill existing requirements because they are in a "must move" situation and it will save generating an additional, discretionary move. PCS budgets are tight and will continue to be. The whole idea is to ensure the limited PCS dollars are spent on the right moves. More time on station for officers provides stability for the unit and the officer as well as helping the Air Force budget.] (40:35)

An issue that aligns itself with the new PCS policy is the matter of timing. The job that you want may not be right for you at this point in your career. Talk to your boss about it. He or she will know if the timing is right and should be able to give you some advice. Also, recognize that unless you are in a special program or are taking a remote tour, as a rule, you won't be moving in less than 36 months. Great opportunities often fall to the person who happens to be "at the right place, at the right time." Better yet, make your own opportunities. In the maintenance profession this happens every day.

As you can see, the assignment process is not a whimsical, "shot in the dark" matter. The AFMPC assignments officer has the difficult task of placing the right officer in the right job at the right time. (28:38) Each assignment provides you with a broader base of experience and training to further your development as a maintenance officer.

JOINT DUTY ASSIGNMENTS

As a result of the Goldwater-Nichols Department of Defense Reorganization Act of 1986, the Secretary of Defense was tasked to establish joint specialty officer positions. Of the at least 1,000 positions to be so designated, the Air Force will have to fill approximately 350 of them. (15:1) How does this impact you, the aircraft or munitions maintenance officer?

The Joint Specialty Officer (JSO) duties and requirements are still being defined; however, there are certain factors that are known; for example:

- JSOs will be nominated and selected based on the need for the officer's skill, duty performance, and joint experience.

- JSOs must be majors or above.

- JSO nominees must attend joint PME followed by a joint duty assignment before being designated a JSO.

- PME, training, and duty positions within one's own service are excluded.

- JSOs will not receive a separate Air Force Specialty Code, although JSOs and JSO nominees will be closely tracked to ensure full use of their expertise.

- Joint duty experience will be a prerequisite for promotion to brigadier general. (15:2)

The Air Force is working to identify those jobs that would be for JSOs. In the aircraft and munitions maintenance profession there are currently 31 positions identified. (40:36) The majority of the positions are for majors and lieutenant colonels at foreign military assistance advisory group (MAAG) level and various joint staff positions. The role that joint duty is going to have in the 40XX career field is still being defined. As these requirements become clearer, you may want to call your assignments officer for some additional guidance.

SPECIAL EXPERIENCE IDENTIFIERS (SEIs) (28:38)

This section is taken out of the Career Guide for the Aircraft & Munitions Maintenance Officer, page 38, edited by Major Glen D. Locklear.

The officer SEI is a three-character alphanumeric code set, consisting of an activity code and an experience set. The activity code identifies activities that can be performed in a

variety of career fields. The most common activity codes in logistics are: "A" - acquisition of systems; "L" - logistics; and "M" - maintenance. The experience set identifies a particular activity, or the type of experience within a generalized activity. Presently, there are about 85 experience sets which apply to logistics officers.

SEIs are awarded or deleted by AFMPC assignment teams after a review of the officer's record, or by an officer requesting, through his/her CBPO, award or deletion of an SEI. This request is forwarded to the Palace Log assignments team where it is reviewed and either approved or disapproved.

SEIs are not used by AFMPC to lock an officer into a specific assignment. They are merely an additional classification tool which help identify specific requirements for certain assignments. It can be used by assignments officers to find the right officer to fill a logistics position demanding an array of varied experience and/or training. To date, not a single logistics officer has received an assignment on the sole basis of having a particular SEI, however, AFMPC has been able to place officers in demanding jobs which capitalize on their qualifications/skills and experience/training. For more specific details, refer to AFR 36-1. (28:38)

THE OFFICER AUTHORIZATION LIST (28:40)

The Officer Authorization List (OAL) can be useful in determining your future assignments. The OAL is on microfiche at your CBPO Customer Service Section. It lists all valid officer AFSC authorizations by rank and base, CONUS, and overseas. This list basically tells you which jobs are located at the specific location you are interested in. Your assignments officer at AFMPC can provide you with the details concerning availability of the job, qualifications, etc.

YOU AND YOUR ASSIGNMENTS OFFICER (13:4)

As noted earlier in this chapter, there are some misconceptions about the role of the assignments officer and officers they serve. Let's take some time to lay out the facts.

Your assignments officer is an experienced aircraft or munitions maintenance officer located at AFMPC who provides your link to the personnel system. The assignments officer ensures the assignment system meets the unique requirements of the career field and acts as a representative to the individual officer in supporting 40XX assignments. (28:39)

The Palace Log [aircraft/munition maintenance] assignment team is composed of maintainers who are good to know. Their job is to assist you in making proper assignment decisions as well as answer any questions you may have. They encourage every maintainer to call or write. However, they are extremely busy people so please don't bother them with questions that can be answered by your supervisor or CBPO. (28:39)

Listed below is the current AFMPC crew, their background, and the area they work. (38:--)

<u>Name</u>	<u>Area Worked</u>	<u>Background</u>
Maj Mark Taylor	Section Chief	ADCOM/TAC/USAFE
Maj David Nakayama	Field Grade Assignments	MAC/USAFE
Maj (Sel) Rick Dugan	Field Grade Assignments	PACAF/TAC/AFLC
Capt Jack Stewart	Company Grade Assignments	SAC/USAFE
Capt Tom Billig	Company Grade Assignments	TAC/PACAF

If you need to write them, their address is:

HQ AFMPC/DPMRSL1
Randolph AFB, TX 78150-6001

The AUTOVON numbers to AFMPC PALACE LOG as well as the other MAJCOM assignment/personnel contacts are listed below. These are handy to have when you need to get the straight line on an assignment. (40:48)

<u>HQ/MAJCOM</u>	<u>AUTOVON TELEPHONE NUMBER</u>
HQ AFMPC.....	487-3556/4553
AAC.....	317-552-2362
USAFE.....	480-6421
AFLC.....	787-2623
AFSC.....	858-4714
ATC.....	487-6404
MAC.....	638-4968
PACAF.....	449-9530
SAC.....	271-5085
TAC.....	432-4440

Finally, there is one last thing to keep in mind concerning that assignment. If you get an assignment that you aren't really pleased with, don't decide that you hate it before you arrive at the new base. Many of us have been pleasantly surprised by how much we enjoyed Base X after hearing how bad a place it was. Just give it a fair chance. You are the one who decides what you'll come out of there with.

THE AIR FORCE FORM 90

The AF Form 90, Officer Career Objective Statement, is the document used for making your assignment preferences known. It is reviewed by your assignments officer at your MAJCOM and AFMPC. Your professional goals and objectives are made known by this tool, and it is up to you to make sure it reflects your current desires. As your goals change, update your AF Form 90. Review the Officer Authorization List (OAL) at CBPO to determine where the jobs are. "After carefully thinking out your objectives and options, sit down and fill out your AF Form 90 realistically." (28:40) Now get your AF Form 90 out and let's take a few minutes to go over the form that has such impact on your future. The following section is taken from Filling out an Air Force Form 90, pages 2-5, edited by Major Glen D. Locklear.

<u>ITEM</u>	<u>EXPLANATION</u>
1	Your alphanumeric grade, i.e., O-1 or O-4, not 2nd Lt or Major.
2-4	Self-explanatory.
5	First preference is your primary AFSC.
6	Base of preference. Normally an active CONUS base, station, or activity.
7	Enter duty title or position wanted and level (Sq, Wg, MAJCOM, HQ AF, DOD, etc)
8-13	These are your second and third preferences within your duty AFSC. (Getting into another AFSC is addressed later)
14 & 17	DAFSC preference for an overseas assignment. Again, normally your primary AFSC, or one you're qualified on.
15 & 18	Overseas country or area of preference.
16 & 19	Enter tour length for country listed. Refer to AFR 36-20 for correct tour lengths for individual countries. Tours under 18 months are considered short and over 18 months are considered long.

- 20 (Be sure you mean what you say; your wish might come true!)
- NONVOLUNTEER - Self explanatory
- VOLUNTEER - You are a volunteer from CONUS for only those countries or areas stated in Blocks 15 & 18.
- COT - You are currently overseas, and want another overseas tour in the countries or areas noted in Blocks 15 & 18.
- EXTENDED TOUR - You are a volunteer to serve 12 months over the prescribed tour length.
- ANY SHORT TOUR - If your preferences aren't available, you are a volunteer for any short tour.
- ANY LONG TOUR - If your preferences aren't available, you are a volunteer for any long tour.
- WORLDWIDE - 15 & 18 are your preferences, but you are a volunteer for anything overseas.
- NON-CONUS RESIDENT - You are a volunteer for the preference in Block 15 only, as a non-CONUS resident.
- NOTE: Only mark one block as directed. If you have a question as to which block to mark, ask the CBPO customer service representative for help.
- 21 If your choices in Blocks 6, 9, or 12 are not available, this state is your preference.
- 22 & 23 If neither your base nor state is available, this is the area you would like to be assigned to. Enter code of area.

CODE	EXPLANATION
1	TN - NC - SC - MS - AL - GA - FL
2	ME - VT - NH - MA - NY - CT - NJ - PA - MD DE - DC - VA - WVA - KY - OH - RI
3	IN - IL - MI - WI - IA - NE - SC - ND
4	WY - MT - ID - WA - OR
5	CO - NM - AZ - NV - CA - UT
6	AR - LA - KS - OK - MO - TX
8	NO PREFERENCE

- 24 - 26 Your MAJCOM preferences. Doesn't have to match your base of preference.
- 27 - 33 This is your chance to ask for career broadening or to try for retraining to change AFSCs.

34 - 37 Not applicable to non-rated officers.

38 Refer to AFR 36-20, Chapter Eight. This is used to volunteer for Special Duty Assignments. (See Chapter 5)

39 & 40 Self-explanatory.

41 - 52 Self-explanatory. (Think about this one!)

Section IV Self-explanatory.

REMARKS This is your chance to tell why you are the best person for a job. They aren't looking for a dissertation; be brief and to the point.

COMMANDER/SUPERVISOR REVIEW

This is to ensure your boss is aware of your goals and objectives. The intent is to get them directly involved in your career planning and to make sure they are involved in the assignment process. Comments are optional, but they have helped in determining assignment decisions. (9:2-5)

Use the information sources that are available to you when filling out the AF Form 90, such as AFR 36-20, AFR 36-23, and the Officer Authorization Listing. Additionally, your local CBPO customer service center can also provide assistance. Finally, be certain that you have a current AF Form 90 on file within one year after arriving at a new duty station and be aware of when you are vulnerable for your next assignment.

OPTIONS WHEN NOTIFIED OF AN ASSIGNMENT

This section is taken out of the Career Guide for the Aircraft & Munitions Maintenance Officer, page 41, edited by Major Glen D. Locklear.

The AFMPC assignments officers in Palace Log have a rule, no surprise assignments. If you are aware of your assignment vulnerability you'll be ready for the next PCS. Once notified of an assignment, your options are simple -- accept the new assignment or reject it and separate or retire, if eligible. Keep in mind, you may not be able to separate if you have an active duty service commitment to the Air Force. If you do have the choice and your decision is to separate, the required actions are spelled out in AFR 36-20, Officer Assignments, paragraph 1-13. You may have personal or family situations which entitle you to a humanitarian deferment or Children Have a Potential (CHAP) assignment consideration. AFR 36-20, Chapter Five provides additional details. (28:41)

THE MOST FREQUENTLY ASKED QUESTIONS ABOUT ASSIGNMENTS

This section is taken out of the Career Guide for the Aircraft & Munitions Maintenance Officer, pages 41-42, edited by Major Glen D. Locklear.

During the course of our career, we continue to have questions concerning assignments. AFMPC provided the following answers to several of the most frequently asked questions about assignments.

Q. Where am I on the overseas long tour and short tour roster?

A. An individual's relative standing on a roster changes over time due to people changing their volunteer status and officers getting promoted, retiring, etc. Your assignments officer at AFMPC can tell you your current standing.

Q. What job will I have at my next duty assignment?

A. You will be assigned against a vacating position. However, the gaining commander makes the final decision where you will work. He/She may rotate another officer into the vacating job and place you in a different job than you were originally assigned to. [Note: This is applicable to non-key leadership billets. Key billets (e.g. squadron commander, ADCM, etc.) are worked one officer to one specific requirement.] (40:42)

Q. Why do I have to go back to the flightline? I've been there already.

A. Over two-thirds of the aircraft/munitions maintenance requirements are at the unit level. Experienced officers are needed to support the wing mission.

Q. Why do I have to go overseas? I can't afford the move and my wife will have to quit her job.

A. Twenty-five percent of the AFSC 40XX positions are overseas. Qualified volunteers are placed on assignment first. Non-volunteers are selected based on criteria found in AFR 36-20. Remember, as professional Air Force officers we will have the responsibility to support our share of the overseas assignments. (28:42)

SUMMARY

In this chapter we have reviewed the assignment cycle, recent changes to the assignment process, the new Joint Duty

policy, and then we talked about the role of the assignments officers. We then covered the AF Form 90 and ended with some examples of the most frequently asked questions about assignments. Hopefully you learned something about the assignments business, but don't lose sight of your immediate job. This is the one that counts today; take care of it, and it will take care of you! Now let's take a look at the payoff for years of hard work, Promotions!

Chapter Seven

PROMOTIONS

OVERVIEW

In the U.S. Air Force the primary factors that impact an officer's promotability are past job performance and potential to accept increased responsibility. Your opportunity for promotion is spelled out in AFR 36-89. (21:3) In this chapter the promotion process will be reviewed from eligibility to the review of your own records. In between will be information concerning actual promotion opportunity, promotion rates, and selection for a regular commission. Also included will be information concerning the promotion board process and the information provided them in the selection folder. At this point, we will offer guidance on how you can review your own records and provide some generic advice. Throughout the chapter we will cover any changes that might have occurred as a result of the Defense Officer Personnel Management Act (DOPMA).

TERMS USED

Below-the-promotion zone (BPZ) - Officers eligible for promotion but junior to those officers in-the-promotion zone. There is no BPZ consideration to captain. (26:3)

In-the-promotion zone (IPZ) - Officers in the primary promotion zone who have not failed in promotion to the next higher grade. Other terms used for IPZ are "first time eligible" or "on-time." (26:3)

Above-the-promotion zone (APZ) - Officers previously not selected to the next higher grade while in-the-promotion zone. (26:3)

Promotion Phase Point - The amount of active commissioned service completed when promoted to a particular rank. (26:3)

ELIGIBILITY AND PHASE POINTS

Your eligibility for promotion is based upon your date of rank. captains, majors, and lieutenant colonels are not

considered until they have at least three years in the current grade. (26:5) Additionally, officers considered for BPZ by their MAJCOM or SOA are forwarded to HQ AFMPC for consideration by the Central Selection Board. Of the promotion quotas for BPZ, a maximum of 5 percent may be selected for major, 7.5 percent to lieutenant colonel, and 15 percent to colonel. (39:3)

The following table gives approximate time to "pin-on" for the appropriate rank.

<u>GRADE</u>	<u>IPZ PIN-ON</u>	<u>BPZ PIN ON</u>
1st Lt	2 years	N/A
Captain	4 years	N/A
Major	12 years	1 - 3 years earlier
Lt Colonel	16 years	1 - 2 years earlier
Colonel	20 1/2 years	1 - 2 years earlier

TABLE 7-1 PROMOTION PIN-ON TIMING (39:3-4)

"Timing criteria is not set in concrete. Variables such as the size of the officer year group being considered and number of officer vacancies available due to retirement, separation, promotion, etc., can cause changes." (28:54)

PROMOTION OPPORTUNITY

"Promotion opportunity is the percentage of officers who will be selected for promotion after competing for promotion to the next higher grade in all three promotion zones; that is BPZ, IPZ, and APZ. However, promotion opportunity is really just a variable in an equation used to determine the maximum promotion board quota." (21:4) For example, a promotion opportunity to major may be 90 percent. But, this total is split between the three zones and it could look like this; 5 percent BPZ, 73 percent IPZ, and 12 percent APZ.

Don't become confused by thinking the selection rate is the same as promotion opportunity. The driver is the number of IPZ officers which determines the promotion quota. Further, the selection rate will always be lower than the promotion opportunity due to the inclusion of BPZ and APZ in the total figure. Remember, officers eligible IPZ and APZ are considered together and have one total quota. A selection BPZ is at the expense of officers eligible IPZ and APZ; for every officer selected BPZ, one less can be selected IPZ or APZ. (26:6) Let's go over an example to clarify this.

EXAMPLE OF QUOTA COMPUTATION (28:55)

Number Eligibles IPZ x Promotion Opportunity = Board Quota

4000 (IPZ) x 90% = 3600 (Board Quota)

Board Quota x BPZ Opportunity = BPZ Quota

3600 x 5% = 180 (BPZ Quota)

Board Quota - BPZ = IPZ and APZ quota*

3600 - 180 = 3420 IPZ and APZ quota*

*If full BPZ quota is used.

As you can see, quotas from BPZ (180) and IPZ and APZ (3420) total to equal the board quota of 3600. (39:4)

ACTUAL SELECT RATES (28:55)

4000 (IPZ) + 1000 (APZ) = 5000 (IPZ + APZ Eligibles)

3420 (IPZ + APZ Quota) ÷ 5000 (IPZ + APZ eligible) = 68.4%
(IPZ and APZ) (26:7)

The following table depicts the current promotion opportunity for the officer ranks through colonel for IPZ and BPZ.

<u>GRADE</u>	<u>OPPORTUNITY IPZ</u>	<u>OPPORTUNITY BPZ</u>
1st Lt	100% (Fully Qualified)	N/A
Captain	97.5%	N/A
Major	90%	5%
Lt Colonel	75%	7.5%
Colonel	55%	15%

TABLE 7-2 PROMOTION OPPORTUNITY (39:3)

If you have further questions about your opportunity for promotion talk to your supervisor or commander. They can offer you a lot of guidance, but don't forget to look at AFR 36-89, Promotion of Active Duty List Officers and AFP 36-32, You and Your Promotions - The Air Force Officer Promotion System.

REGULAR COMMISSION

Approximately 61 percent of the support officers are selected for augmentation into the Regular Air Force. The Defense Officer Personnel Management Act (DOPMA) of 1980 directed an all regular force at the field grade level. Therefore, you are considered for a Regular commission when you meet the captain, major and lt colonel promotion boards. In addition special officers at the 5 and 7 year points of commissioned service. For additional information about a Regular Air Force commission refer to AFR 36-5, Appointment of Officers in the Regular Air Force, or visit your local CBPO and review the Palace Flick #36 video tape about Regular Air Force Appointments. (28:56)

THE SELECTION BOARD PROCESS

The following section is quoted from the Career Guide for the Aircraft & Munitions Maintenance Officer, pages 56-58.

The following information was extracted from a handout provided by the HQ Alaskan Air Command personnel shop. It provides an excellent overview of the workings of a promotion board.

Preboard Actions

Approximately 120 days prior to the convening date of a board, the personnel planners establish the basic eligibility criteria. Date of rank in the grade in which the officer is now serving determines eligibility. Those officers who have not served on extended active duty for six months prior to the convening date of a board are not eligible for consideration. The percentages of eligibles serving in each MAJCOM or Separate Operating agency (SOA), career area, and aeronautical rating is used to request board members possessing the same characteristics proportionate to the group of eligibles. For instance, if 10 percent of the eligibles are assigned to TAC, 10 percent of the board members are requested from TAC, etc. If 15 percent are in the logistics career area, then 15 percent of the board members requested should possess that background. If 40 percent are pilots, then that percentage of the board members will be requested to be pilots. Obviously, those commands with few eligibles do not have representation on every board.

About 60 to 90 days before a board convenes each eligible officer receives his/her officer pre-selection brief (OPB) through their servicing CBPO. This computer generated product contains the same information as the officer select brief which

is a part of the selection folder evaluated by board members. Officers are responsible for reviewing the OPB and having any errors or omissions corrected by their servicing CBFO.

Board Operation

The first day of a board is devoted to board member preparation. Board members are read a formal charge which in essence gives them the purpose of the board and the task that faces them. They are asked to carefully review each officer's record giving appropriate weight to all of the "whole person" factors without any single factor in the record diminishing the importance of all the others. They are cautioned to set aside any special interest or bias and select the best qualified individuals for promotion regardless of command. Board members are provided a resume of the results of past boards and some specific characteristics such as service dates, regular/reserve mix, aeronautical ratings, and formal and professional military education accomplishments to better acquaint them with the group of eligibles. They receive a detailed briefing on the contents of the selection folder, the whole person concept, and use of the scoring scale.

Perhaps the most important part of the preparation process is the "trial run" or practice scoring exercise. A group of 15-20 records of eligibles are used in the trial run. These records are carefully selected so that they represent the full spectrum of quality and mirror the characteristics of the eligibles. Each board member scores the records by secret ballot and then in an informal discussion period members discuss the reasons why they scored each record. The primary purpose of the trial run is for board members to establish an individual as well as a board scoring standard. They use the whole person concept to evaluate the records, considering such factors as performance, breadth of experience, leadership, job responsibility, professional competence, specific achievements, and education.

On the second and succeeding days, board members evaluate eligible officer records. They are told to take all of the time they need to properly evaluate each officer's record. A six- to ten-point scoring scale is used, resulting in a minimum score available of 30 and a maximum of 50 with five members scoring each record. If two members give scores that vary two points or more (significant disagreement) on any record, that record is brought back to the panel chief to discuss and resolve with the panel the "split condition." This is the only time during the process when records are discussed. This is one of many safeguards used to insure each officer receives fair and equitable consideration. The board president (a general officer)

reviews a large number of records after they are scored. If there is any question in his/her mind about a particular score, he/she may ask another panel or panels to score the record.

Once all of the records have been scored, an order of merit listing is developed using the total score for each eligible. Those records that scored 50 points will be at the top with those scoring 30 points at the bottom. The quota is then applied to the top of this listing. Normally, the quota will run out at a score where many officers have received the same total score. This is called the "gray." These gray records are rescored by the board members to determine which of that group will be selected for promotion. Board members do not know until that point what score is required for selection or which officers are selected for promotion. After the gray has been resolved, the board assesses the lowest scoring selectees to determine if they are "fully qualified" for promotion. If the lowest scoring selectees are determined to be fully qualified, then those who scored higher are also considered to be fully qualified. If the lowest scoring selectees are not "fully qualified," then they are not promoted and the board moves up the order of merit listing by score category until they find records they do consider fully qualified.

Post Board Actions

Following the board's adjournment, the board report and accompanying analyses are forwarded through channels to the Air Force Deputy Chief of Staff for Personnel to review. The report is also reviewed by the Chief of Staff and Secretary of the Air Force and then sent through the Secretary of Defense to the President for nomination to the Senate. The results of selection boards are released after the Secretary of the Air Force approves. Usually promotion board results are released six to eight weeks after a board adjourns. (28:56-58)

OFFICER SELECTION FOLDER (28:58)

The selection board "sees" you through your officer selection folder. The documents that are in that folder are closely controlled by the Air Force and include:

a. Officer Effectiveness Reports (OER), Training Reports (AF Form 475), and Supplemental Evaluation Sheet (AF Form 77). This includes all reports since commissioning. AF Form 705, Lt Colonel Promotion Recommendation Report is included if on file. The AF Form 705 has not been used since July 1981.

b. Official photograph.

- c. Officer Selection Brief (OSB).
- d. Citations or special orders for approved decorations.
- e. AF Form 11, Officer Military Record (only if officer was commissioned prior to April 1974; now a historical document).
- f. Correspondence reflecting a court martial finding of guilt.
- g. Any correspondence indicating nonjudicial punishment.
- h. Professional Military Education letters pertaining to ineligibility or nonattendance.
- i. Letter to the board. An eligible officer (IPZ or APZ only) may write to the board calling attention to any matter of record he or she believes is pertinent, but not noted elsewhere.
- j. Recommendation that an officer be considered not qualified for promotion. (The officer involved must be notified in writing of the existence of these files and has the right to appeal).
- k. AF Form 330, Record of Transmittal Request, the administrative requests to obtain any missing documents.
- l. Appropriate information from the HQ USAF Digest File System. (28:9)

PREPARATION FOR PROMOTION (28:59)

Do you know when you are eligible for promotion? You alone are responsible for your promotion or lack thereof. Hopefully, this guide has shown you how important your current job is and that job performance is the key to success. "Be a self starter. Broaden your experience by taking on the tough jobs." (28:59) Be persistent and be willing to work hard in all that you do. We will get into more specific actions in Chapter Nine, so hold that thought! But there are two other things that you can do to be better prepared when your folder goes before the board.

The following section is quoted from the Career Guide for the Aircraft & Munitions Maintenance Officer, page 59.

First, review your Officer Selection Folder (OSF) to ensure your promotion records are current and up to date. There are three ways to do this:

- a. Review your local records at CBPO.

b. Review your OSF by mail by writing to:

HQ AFMPC/DPMDABR4
Randolph AFB, TX 78150-6001

Include your name, rank, SSAN, signature and mailing address. Indicate whether you want your entire master personnel record or just your OSF. Within a few weeks you will receive a free microfiche of your records.

c. Review your records at Randolph AFB, Building 499B, Room 127. To speed this process, call ahead and your records will be ready when you arrive -- AUTOVON 487-2998. (These are the actual records used by the Central Selection Board.)

If you should discover an error, contact your local CBPO or education officer to get corrective action initiated. Refer to AFR 31-3 and AFR 31-11 for specific policy and rules for correction of your records and evaluation reports. Don't assume the problem or error will be corrected--FOLLOW UP! It is YOUR responsibility to ensure all information is accurate.

Second, take interest in the quality of your official photograph. Your photograph could be the "tie breaker" for the promotion board! Helpful pointers: ensure your US insignia and special badge are straight, your ribbons are all there and in the right order, your rank is correct, and your grooming meets or exceeds the standards set forth in AFR 35-10. Additional rules extracted from AFR 36-93 concerning official photos are:

- Mandatory photographs are required when you are promoted.
- New photos may be taken if your last one is a year old.
- If you're eligible for promotion, you may have a new photo taken.
- When directed by CBPO to get a new photo, you have 45 days to comply.
- You may have a commercial photographer take your photo at your own expense. These photos must meet the specifications outlined in AFR 36-93, Official Photographs. (28:59)

SUMMARY

In this chapter we have reviewed the officer promotion process. We talked about your promotion opportunity, went over

some sample promotion data, discussed the promotion board, then went over what you need to do to be better prepared for the board. (Whew!) It can't be said enough, you determine your own future promotability by the job you are in today. Now let's look at the direction the maintenance business is heading toward in the future.

Chapter Eight

FUTURE DIRECTION (27:62)

OVERVIEW

In the very first sentence of the introductory chapter to this guide you were welcomed to the most dynamic and challenging career field in the Air Force. In the chapters which followed you were introduced to the concept of professional development and how it can help you meet the challenges associated with duty in the aircraft and munitions maintenance officer career field. This chapter will require you to shift gears slightly and focus on the dynamic nature of the aircraft and munitions maintenance business as we look at forces which are changing the way we do business even as you read this.

Specifically, this chapter covers Air Force programs such as Rivet Workforce and Rivet Train which are changing the way we classify, train, and employ the aircraft and munitions maintenance enlisted force. Further, the impact of the Rivet Train initiative on 40XX officer training, which was briefly outlined in Chapter Four, will be more thoroughly reviewed here. Another area involving change is that of data automation. Information systems are impacting every facet of our lives and the maintenance business is no exception. We will talk about the Air Staff initiative, "Rivet Inform," and the programs it impacts. This will include the Core Automated Maintenance System (CAMS) and the Reliability and Maintainability Information System (REMIS). Another system to be reviewed is the Combat Ammunition System (CAS). Finally we will discuss some innovative ways you can impact your organization through the Air Force Model Installation Program (MIP) and how that program offers unique opportunities for units to influence higher headquarters directives of all kinds. In each case these issues will be addressed in the context of how they can be expected to influence duty within the 40XX career field.

RIVET WORKFORCE

The requirement for the Rivet Workforce initiative was driven by the need to "create a more flexible, mobile, and survivable workforce which meets future employment concepts and maximizes training and utilization." (31:2) Up until now, the

enlisted maintenance force has generally been allowed to evolve in bits and pieces, adding new AFSCs as new weapon systems required new and different skills to maintain them. This has resulted in our maintenance organizations becoming very manpower intensive, generally inflexible, and in many ways tied to fixed operating sites. (2:3) The purpose of Rivet Workforce is to review the classification structure of our enlisted maintenance force in order to meet the following four objectives:

a. "Orient maintenance technicians to specific weapon systems or families of weapon systems through the seven skill level." (2:4) This will protect weapon system expertise often lost today as technicians jump to and from dissimilar weapon systems and in some cases different maintenance concepts.

b. "Combine similar technology AFSCs where prudent." (2:4) This seeks to broaden technician responsibility within a specific weapon system across similar subsystems and move towards an on-equipment, off-equipment split of AFSCs. This reorientation of our classification structure will reduce the number of specialties required to support each aircraft, and lower maintenance manpower deployment needs. (32:1)

c. "Reorient training and career development policies to promote continuous growth from airman to master sergeant." (2:4) The objective here is to phase training over a technician's entire career instead of front end loading the training as is done today. In other words, tailor training to the technician's immediate job demands and inject additional training as the demands of new jobs require it.

d. "Ensure manpower standards continue to meet minimum requirements after restructuring is complete." (2:4) While the goal of Rivet Workforce is not to reduce maintenance manpower requirements, there is a reasonable expectation that broadened task responsibilities and a reduction in AFSCs may result in some manpower economies. Simply stated, once the restructuring is complete, existing manpower standards need to be revalidated and requirements revised, up or down, as necessary.

The way the Air Force intends to meet the aforementioned objectives is through the "Rivet Workforce Process." (2:4-5) Recognizing the task of reviewing and potentially reclassifying almost 30 percent of the enlisted force must be undertaken with great care, a carefully planned process was established. Under the overall guidance of the Headquarters USAF Maintenance Policy Division (HQ USAF/LEYM), a team of over 75 officers and enlisted personnel from throughout the Air Force forms the basic Rivet Workforce Task Force. This group, comprised primarily of maintenance, manpower, personnel, and training specialists, is

responsible for the administration of the program and is divided into seven functional groups, called Tiger Teams, for that purpose. (2:5)

One of these groups, the "Classification Tiger Team," (2:5) has the responsibility for conducting the detailed AFSC reviews which determine if, and/or what kind of, restructuring is needed. These reviews are conducted in a workshop format where senior technicians, who hold the target specialties, are brought together by the team to determine if there is a better way of allocating or combining the task responsibilities of the AFSC. The restructure proposal which results from the workshop is then distributed to the other functional "Tiger Teams" for analysis from the training, personnel, manpower, funding, and integration perspectives. Once the proposal is refined through this process it is forwarded to the major commands for their review and coordination before it is approved for implementation. (2:5)

However, implementation does not necessarily begin as soon as the restructure plan is approved. New training courses may need to be established, the impact of other restructure timetables may need to be reviewed, or the conversion may even require some type of field testing before full scale implementation can take place. The important thing to remember is that implementation is carefully planned to ensure the conversion is accomplished with minimum upheaval at operating units. (2:5)

This rather lengthy explanation of Rivet Workforce is included here because this program may have more impact on the way we conduct our business than any other. Although as an officer your AFSC will not be impacted by Rivet Workforce, a large number of your people will be affected and in many cases they won't understand or like what is happening to them. Your ability to explain why AFSC restructuring is taking place and how the process works may be invaluable to easing the trauma which will inevitably occur as career patterns are changed. In other cases, you may be asked to provide representatives to a restructure workshop at some time. Your understanding of the workshop process will enable you to select appropriate representation and provide an introduction of what the workshop will be like. Finally, inherent in the concept of professional development is a need to be aware of the various factors which impact your profession. In this regard, your need to be aware of, and understand, Rivet Workforce is a given.

RIVET TRAIN

As the Rivet Workforce initiative gained momentum over the past several years, it became evident that the training

implications associated with such a complete classification restructure were extensive. But beyond that, it was becoming apparent that the overall maintenance training program and the maintainers' involvement in that program was due a review as well. That assessment, with the overall goal of improving the entire system, has been institutionalized in an initiative called Rivet Train. (33:2) Also under the direction of the Maintenance Policy Division (HQ USAF/LEYM), this program is designed to attack the maintenance training issue on a number of fronts, three of which are pertinent for discussion here.

First, in order to establish a consolidated program for maintenance training which reflects the maintenance community's coordinated approach to training, a maintenance training policy regulation is being developed. In addition to espousing our agreed to position on objectives, goals and expectations for training, the regulation will be the Air Force source document for all policy relating to maintenance training. Further, the regulation will establish clear responsibilities and an appropriate management structure for executing maintenance training. The regulation is in the final stages of coordination now with release expected in 1988. (33:4-5)

In addition to the training regulation, Rivet Train is also taking a look at improving enlisted training in all maintenance AFSCs. This initiative is being pursued in conjunction with Rivet Workforce in two phases. In the near term phase, the goal is to develop "cradle to grave" training plans for each maintenance AFSC within the constraints of our current training system. The three milestones supporting this phase include tailoring initial training to first enlistment needs with emphasis on specific weapon system instruction, establishing a building block approach where job requirements drive subsequent training needs, and developing minimum task proficiency requirements for upgrade to the five and seven skill levels. (33:8-9) In the long term, Rivet Train seeks to develop, coordinate, and implement a model training program from the ground up which fully meets the maintenance community's needs. (33:10)

In the area of officer training, once again a two-phase approach is being taken. (33:3,13,15) In the short term, the Air Force has conducted a utilization and training workshop to develop the curriculum for a combined 402X/405X entry level technical training course. This new, merged course is the result of the fact that in many cases aircraft and munitions maintenance officers are employed interchangeably in spite of having had separate training. In addition, a review of the existing courses shows a great deal of commonality between them, further supporting the decision to merge. The merged course, planned for approximately 11.5 weeks in length, will be supported by the

development of a 13-day follow-on course to provide expanded training in nuclear weapons maintenance for officers whose duty assignments require it. Successful completion of the merged training will result in award of a 4021 or 4051 AFSC. (34:--) The final AFSC will normally be determined during precommissioning processing. (36:Ch8) This near term initiative to improve 40XX training, scheduled for implementation in late 1988, will produce entry level 40XX officers capable of being employed in virtually any capacity within the maintenance complex. The result--job enrichment for the 40XX officers and increased flexibility for the Deputy Commander for Maintenance in deploying his officer corps.

Over the long term, Rivet Train seeks to establish a more comprehensive training program for 40XX officers which prescribes a commissioning to retirement training plan designed to enhance professional development throughout a career. While still in the planning stages, such a program is envisioned to be comprised of both continuing technical training and a graduate degree program to promote both technical competence and self improvement efforts. (33:14-15) Expect to hear more about this initiative in the near future.

This brief review of Rivet Train has hopefully given you an appreciation for the emphasis being placed on technical training for aircraft and munitions maintenance personnel. The initiatives regarding enlisted training will have a broad impact on the aircraft and munitions maintenance work force and are a natural follow-on to the Rivet Workforce restructuring program. Once again, your ability to be conversant about the whys and wherefores of this program will be important to you as a supervisor.

A little closer to home, the discussion of the officer training issue may very well impact your career directly at some point. However, even if you never attend any of the revised training courses, it will be important for you to understand what kind of entry level training young officers who work for you are receiving. Finally, the discussion of the long-term "commissioning to retirement" officer training concept should serve to reinforce the concept of professional development to you. Because, the need for continuing professional development in our aircraft and munitions maintenance officer force is what is driving the long-term training initiatives. Your understanding of the importance of professional development now will put you in step with these initiatives as they are developed.

RIVET INFORM

The proliferation of maintenance information systems within the Air Force maintenance community was identified as a symptom of a larger problem. We didn't have a long range strategic plan for our maintenance information systems, thus leading to poorly organized program direction and duplication of efforts. Rivet Inform was the initiative developed by the maintenance community to establish clear functional direction and control of our maintenance information systems. A Rivet Inform Steering Committee was created to review the various requirements for maintenance data and the systems being created to track that data. Chaired by the Chief, Maintenance Policy Division (LEYM), the committee is composed of all the MAJCOM Directors of Maintenance. It meets twice yearly to ensure customer presence in the design of maintenance information systems, supports new ideas and initiatives, and reviews current policy for sufficiency. A few of the programs currently being fielded include the Core Automated Maintenance System (CAMS) and the Reliability and Maintainability Information System (REMIS). We have included a little bit of information on these systems as well as the new Combat Ammunition System (CAS), being used to track the status of our munitions stores.

CORE AUTOMATED MAINTENANCE SYSTEM (CAMS)

The Core Automated Maintenance System (CAMS) was established to modernize our sortie and spares production systems and serve as the baseline system for logistics enhancements at base level. As you may have guessed it is the "core" or foundation for all future Air Force maintenance information systems. Built incrementally, it will be brought on-line throughout the Air Force by 1991. The seven increments are noted below. The following is taken from the Program Management Directive (PMD) for the Core Automated Maintenance System. Atch 2, edited by Major Glen D. Locklear.

Increment I. On-line Maintenance Data Collection (MDC) system and Work Order Generation

The primary objective of CAMS Increment I is to provide the maintenance community with a total on-line Maintenance Data Collection capability. The Phase IV transitioned Maintenance Management Information and Control System (MMICS) will be expanded to include current features of MDC on-line. It will remove many manual steps required for AFTO Form 349 handling, and will eliminate keypunch operation required to create MDC input data. The system will enable maintenance personnel to input, store and retrieve maintenance data that are required to make

real-time decisions for maintenance and management of Air Force primary mission equipment. In addition, the capability to perform mathematical routines on selected CAMS data will be provided through vendor supplied mathematical functions available on the Phase IV Base Level Computer System.

Increment II. Maintenance-Supply Interface

The primary objective of CAMS Increment II is to automate parts ordering and status updates through an electronic interface with the Standard Base Supply System. It will allow the maintenance technician to order parts through a CAMS terminal located in the workcenter. It will include automatic updating of data base records from production workcenter parts ordering or from status reporting in supply. Ordering, inventory, tracking, and verification will be an integrated interface between maintenance and supply.

Increment III. Automated Debriefing and AFTO 781 Series Forms

The primary objective of CAMS Increment III is to automate aircrew debriefing functions and provide for automated AFTO Forms 781 series.

Increment IV. Administrative/Logistics & Personnel Availability

The primary objective of CAMS Increment IV is to automate the personnel availability and forecasting system and its associated forms. It also provides for interfaces with the Base Level Personnel System (BLPS) and the Contingency Operation/Mobility Planning and Execution system (COMPES).

Increment V. Automated Scheduling and Multiple Status Inventory Reporting Systems

The primary objective of CAMS Increment V is to automate tools necessary to plan and schedule equipment maintenance and utilization on a monthly, weekly, or daily basis. It also provides for reporting of multiple work unit code (WUC) status to higher headquarters.

Increment VI. CAMS-Comprehensive Engine Management System (CEMS) Interface

Ensures connectivity exists between the CAMS and CEMS systems.

Increment VII. Quality Control/Assurance & Production Scheduling

The primary objectives of CAMS Increment VII are to automate quality inspection scheduling, reports suspense files, MSEP, aircraft weight/balance records, and reports. It will provide automated scheduling and controlling of base-level repairable assets and Test, Measurement, and Diagnostic Equipment (TMDE). (18:Atch 2)

As you can tell CAMS is not a small program. It is going to be here through the 21st century and you have the opportunity to be on the leading edge of learning a new system. But CAMS is only part of the new system for the maintenance community. Another part is the Reliability and Maintainability Information System (REMIS).

THE RELIABILITY AND MAINTAINABILITY INFORMATION SYSTEM (REMIS)

REMIS was designed to "accumulate and make accessible to all Air Force managers the information necessary to keep weapon systems combat ready in peace and sustain them in war". (19:3) In order to do that, maintenance managers need fleet-wide visibility of their weapon systems. This will be provided by the base level system, CAMS and the depot system, Depot Maintenance Management Information System (DMMIS). The information from CAMS and DMMIS will go to the REMIS central data base and provide fleet-wide data for the DCM or the Weapon System Manager at the Air Logistics Centers in real time.

THE COMBAT AMMUNITION SYSTEM (CAS)

"The objective of the USAF CAS is to improve Air Force combat capability by providing effective munitions logistics command and control (C2) at each level of combat direction/execution from the unit through the Joint Chiefs of Staff." (19:1) This will be accomplished by using CAS, a classified standard base level information system which will provide visibility of components by location, serial number, configuration, and status, at the touch of a finger. Intended to give the site commander immediate access to this information, the system will also be capable of providing the same visibility to each level of command from the system manager to the JCS.

THE MODEL INSTALLATION PROGRAM (MIP)

Until now we have talked about the changes that are being directed from HQ USAF and impact the total Air Force. Now we are

going to talk about something that starts at the unit level, and works its way up to change the Air Force. The Model Installation Program began as a test in 1984 at fifteen bases throughout the Department of Defense. Based on lessons from the best-selling book In Search of Excellence, by Tom Peters, the program was extended to all Air Force installations in January 1987. (1:26) The MIP program gives more authority to the installation commanders concerning how they run their bases. In the past, regulations issued at higher headquarters were unchallenged, even if they were outdated. But with the MIP program, if a procedure or requirement is not efficient or effective, it can and probably should be challenged. Most MIP requests can be approved at base level and only the wing commander can say no at unit level. If elevated for use throughout the MAJCOM or the Air Force, it will take a general officer to disapprove the MIP. A general rule concerning the MIP program is that unless the MIP is illegal, dangerous, or is not to the benefit of the Air Force, the MIP must be approved. As stated earlier, only the wing commander or a general officer can turn down a MIP request; not your supervisor, your commander, or even the DCM.

The idea of the MIP program is to get fresh ideas flowing at base level. You have the opportunity with the MIP program to take risks that would never have been considered in the past. To quote the Chief of Staff, General Welch, "Those people who are willing to take some risks to make things better, to make things happen, to promote excellence -- they're going to be successful leaders in the Air Force of the future." (17:1) If the Chief has endorsed the program, it won't hurt you to consider using it the next time you run up against one of those "dumb, outdated" regulations.

SUMMARY

We've covered a lot of material in this chapter, from Rivet Workforce to Rivet Train to Rivet Inform. The topics discussed will impact you in the near future, if they haven't already. CAMS, REMIS, and CAS will be the systems that you work with and can be a great benefit to you if you are willing to put in the time to learn the systems. Don't be intimidated by computers. They're here to stay, but they're also here to serve you, not you them. The last thing we covered was the MIP program, and what it can do for you. Our intent is to show you an option available the next time you get tied up with "the system."

Well, let's move on to the last chapter and review how you tie all this together.

Chapter Nine

BUILDING YOUR OWN PROFESSIONAL DEVELOPMENT PLAN

OVERVIEW

In the first eight chapters of this guide, you were given an extensive amount of information regarding the 40XX career field and the many factors which impact aircraft and munitions maintenance officer professional development. Now that you are familiar with the career field and the concept of professional development, you should be prepared to sit down and begin thinking about your own professional development. The purpose of this concluding chapter is to provide a framework to assist you with that task by outlining some of the generally accepted truisms which should underlie your professional development efforts. Accordingly, the chapter begins with a review of the objectives of professional development to ensure you understand why it's important for you and the Air Force.

PURPOSE OF PROFESSIONAL DEVELOPMENT

Before you begin planning your own professional development, you need to understand that the ultimate purpose for professional development is to prepare you to assume increased levels of responsibility within the Air Force. Secondarily, and only secondarily, professional development will prepare you for the advancements in grade and prestige which come with that increased responsibility. (11:9) It is important to understand this concept up front in order to ensure your professional development objectives remain in the proper perspective. They should be consistent with the needs of the Air Force and focus on preparing you for increased responsibilities. While promotion is a direct and appealing by-product of successful professional development, it should not be the objective of your plan.

PERFORMANCE (AGAIN!)

It is no accident that the first and last chapters of this guide contain a section on job performance. Because if you only remember one thing from reading this, it should be that the first, and most important, step in preparing for future jobs is to **DO YOUR CURRENT JOB AS WELL AS POSSIBLE**. You have to remember

that professional development is a building process in which you continually expand your knowledge and experience in order to prepare for ever increasing levels of responsibility. Therefore, it is vitally important that you take advantage of every job you have, to become an expert in that job, as you build yourself for the future. Finally, keep in mind as you establish your own professional development goals that you are in a competitive business. The best way to demonstrate the potential for those bigger, more responsible jobs is to be the best at what you're doing now.

DIVERSITY

Another key to effective professional development is the concept of diversity. (28:63-64) As you move up in your Air Force career, you will find that the jobs become broader in scope and require a greater breadth of experience. You can prepare yourself for this by seeking diversity in your duty assignments. Begin by getting to know as much as you can right from the start. In your initial wing level assignments don't be afraid to ask to be moved to different jobs in different squadrons within the maintenance complex. (28:63) You need to stay in each long enough to become effective, but do take advantage of the chance to learn as much as you can at each duty location. This philosophy can also be applied to your additional duties as they also serve to broaden your experience base.

When it comes time to move, don't necessarily seek to stay in the same command or within commands with similar maintenance concepts. Although you may be comfortable with a certain way of doing business, you should pursue opportunities to work in a variety of maintenance environments. This might include moving from a small aircraft to a big aircraft environment, or moving from an operational unit into AFLC and the depot environment. It's all part of the maintenance and munitions business and the more you know about your business the better an aircraft or munitions maintenance officer you will be. When the time is right, you should also consider the opportunities available for staff tours. (28:64) Time spent at a headquarters provides a valuable "big picture" perspective of your career field. Further, it offers you an opportunity to develop and improve necessary staff skills (writing, briefing, program development, etc.) and to have a positive impact on your career area on a large scale. The experience you gain from a staff tour will be to your benefit no matter where your future assignments are.

Finally, don't forget about career broadening. There are a number of opportunities, many of which were outlined in Chapter Five, for you to do other things. Some are closely related to the maintenance and munitions business, such as career broadening

to a career field within logistics, while others offer a chance to get completely away from logistics. Whatever option you choose, you can be sure that career broadening will expand your view of the Air Force and can be a valuable part of your professional development. (28:64)

THE NEED TO SET OBJECTIVES

While your professional development program must respond to the needs of the Air Force, you are not precluded from establishing your own development goals. In fact, in order to develop an effective roadmap for professional development you should have some idea of where you want to go. Chapters Two and Three provided a good overview of the opportunities which exist in the 40XX specialty. Chapter Four outlines the technical training available. Chapter Five discusses PME and career broadening. Chapter Six covers the assignment process, and Chapter Eight talks about where the career field is heading. Armed with this information, the phone number of AFMPC (Chapter Six), a helpful boss, and a blank piece of paper, you are ready to establish your own professional development objectives. As you do, remember what we said about professional development being a building process and establish your goals using a stair step approach--with each step building on the one before it and becoming the foundation for the one to follow.

For example, suppose you believe you can best fill the needs of the Air Force and pursue your own professional development through a tour at the Air Staff. One of the factors you should consider in working towards that goal is that almost all of the aircraft and munitions maintenance officers at the Air Staff have had prior experience on a major command staff. Accordingly, in order to build towards your goal you would probably want to include a tour on a major command staff in your professional development plan. Another approach you might take if you were less positive of your desire for the Air Staff tour would be to apply for an ASTRA assignment early in your career. This one year exposure to the Air Staff environment might be helpful in your making a final decision.

In another case, assume you determine that you want your professional development to lead towards being a DCM. While career patterns for DCMs vary a great deal, you would probably want to accumulate as much unit level experience as you could. Further, you might want to consider a staff tour on a major command IG team as a good way to see how a number of different DCMs conduct business. Or you could look to career broaden into another logistics area, such as transportation or supply to get a better feel for how these areas impact the DCM.

The examples above are included simply to highlight some of the factors you should consider in establishing your own career development objectives. They are not offered as examples of "typical" career patterns leading to an Air Staff tour or duty as a DCM. In fact there are no "typical" career patterns at all, except that successful officers have "typically" worked hard and done well in each job they've had. Just remember you should establish professional development objectives which are realistic, logically progressive, and in concert with the needs of the Air Force. However, once you've done all that don't set those goals in concrete.

FLEXIBILITY

Now that you think you have it all figured out and are ready to take pen in hand and build the one perfect professional development plan for you, a word of caution. Use a pencil! One of the most rewarding aspects of our business is the opportunity it offers for both personal and professional growth. With this growth comes new knowledge, new abilities, new demands, and new aspirations, all of which will impact even the best laid plans. Further, the Air Force itself changes over time and things like new assignment policies, increased emphasis on joint duty, evolving training and classification concepts, and new weapon systems all may impact officer professional development. Be prepared for these "inevitables," including the occasion where your plans and the plans of your assignment officer do not agree. These bumps in the road are a part of the business and will require you to reassess where you're going and how to get there on a recurring basis. However, even though your target may change, or be changed for you, keep in mind that a moving target is better than no target at all. Continue to provide direction to your professional development efforts by having the flexibility to adjust your objectives as the need arises.

WRITING IT DOWN

Okay, now that you have your pencil in hand you can begin to write down your own professional development plan. And you should write it down. Putting it on paper gives you something to work from; it also makes you think about your plan.

On the next page, Figure 9-1, is an example of what a plan might look like. As you advance, your goals may change, and if they do, note the impact it will have on your future. For example, in the sample plan, Captain Doe went to an Air Logistics Center in May 1987. He wants to go to PACAF as a supervisor in 1990; but what if he gets picked up to go to ISS or is selected to go to USAFE or SAC? This is what we meant by being flexible.

Professional Development Plan of J.D. Doe		REPORTING AGENCY & PROJECT MONITOR
LINE NUMBER	ACTIVITY PLAN	DATE REVIEWED
1	Chamute AFB, IL ATC	
2	Lowry AFB, CO ATC	
3	Asst. AMB Chief TAC	
4	Section Chief Squadron Lvl SAC	
5	Branch Chief USAF	
6	Squadron Level AMB Chief MAC	
7	MAJCOM Staff MAC	
8	EMI or Career Broadening AFIC	
9	Squadron Supervisor PACAF	
10	ACSC AP	
11	MAJCOM IG Air Staff Remote	
12	Maintenance Squadron CC/SAC	
13	DCM MAJCOM Division Chief ALC Div. Chief	
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LEGEND: (Colors indicated for attention attraction) (Write all format available also on 35x22" Bristol for wall chart or presentation (AFIC Form 280A))

ACTIVITY PLAN (Black outline) EVENT TARGET (Red outline) SLIPPAGES (Black fill-in of activity plan bar)

PERCENTAGE OF ACTIVITY PLAN COMPLETED AS OF DATE OF REVIEW (Portrays "A" target column within heavy bordered frame above)

DATE COMPLETED (Place at point of event completion. Overlap triangle if necessary)

INSTRUCTIONS: On the reverse side, by line number, capsule in each instance the cause for event slippage.

FIGURE 9-1

RULES FOR A SUCCESSFUL AIR FORCE CAREER (12:1)

Major General J. B. Davis, a previous Commander of AFMPC, wrote a short article in the Winter 1986 issue of the Officers' Career Newsletter. It covers three basic rules. First, get an outside input to your plan. Ask your boss, or someone you respect and can trust (these are not mutually exclusive) for career guidance. Ask for their opinion of your job performance, and what you can do to improve. Then do it! The next rule is, "the best job you can have to further your career is the one you're in right now." (12:1) We've talked about that throughout this guide, so it shouldn't be a surprise. Just concentrate on what you're doing today, tomorrow will come soon enough. Finally, General Davis concludes with his final rule for a successful career: "Timing, timing, and timing. You must decide when to pursue a master's degree; when to do PME; when to go overseas; when to extend or move on; when to check your records; when to take a new official photo; in short, keeping your records competitive." (12:1)

SUMMARY

In this final chapter we tied together the previous chapters, and led you to build your own professional development plan. We mentioned (for the last time) how job performance impacts you, and the need to diversify your maintenance experience. We also reviewed why you need to establish firm goals in your career and talked about the requirement for flexibility in your plan. We then laid out a sample plan for you to work from, and then closed with General Davis' rules for a successful Air Force career.

We hope we have given you a better understanding of the role of an aircraft or munitions maintenance officer in today's Air Force. Our goal was to make you think about what the Air Force has to offer, and some of the options you might want to look into while thinking about your own professional development.

Aim high in your goals and ambitions, and persevere!

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PROFESSIONAL DEVELOPMENT GUIDE(U) AIR COMMAND AND STAFF
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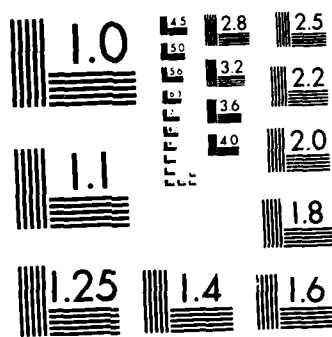
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

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APPENDIX

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ORIGINAL TEXT
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